



Competency Based Learning Materials (CBLMs)

Caregiving Persons with Special Needs

Level-3

Module: Providing Social Care and Recreational Supports to the Client

Code: CBLM-INF-CG-01-L3-EN-V1



National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh

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The CBLM on “Perform social and recreational supports of the client” is developed based on NSDA approved Competency Standards and Competency Based Curriculum under caregiving persons with special needs Level-3 Occupation. It contains the information required to implement the caregiving persons with special needs Level-3 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of caregiving persons with special needs Level-3 course.

How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Approved by

---th Executive Committee (EC) Meeting of NSDA

Held on -----

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Module Content

Module: Provide Social Care and Recreational Supports to the Elder People

Module Descriptor: This module covers the knowledge, skills and attitudes required to provide social care and recreational supports to the elder people. It includes motivating clients for social activities and ADLs, supporting client with reading and writing, visit different places and providing recreational supports to the clients.

Nominal Hours: 60

Learning Outcome: After completion of the module, trainees will be able to:

- LO 1. Counsel and Motivate clients for social activities.
- LO 2. Assist Client with reading and writing.
- LO 3. Assist Client to visit different places
- LO 4. Provide recreational supports to the clients

Assessment Criteria:

1. Counseling is described
2. Types of counseling are interpreted
3. Methods of counseling are identified
4. Types and methods of motivation are interpreted
5. Needs for client and family member motivations are identified
6. Client and family member are counseled and motivated
7. Motivation for social activities is employed
8. Needs of assistance for reading and writing are identified
9. Materials and tools for reading and writing are selected
10. Appropriate methods of reading and writing are applied
11. Assistance with reading and writing is provided
12. Needs and importance of visiting different places are identified
13. Client is motivated and encouraged to visit different places
14. Mode of transportation is identified and arranged
15. Assistance is provided to visit places from and to home
16. Needs of recreational support is identified
17. Types of recreational support is identified and selected
18. Assistant for recreational support to client is provided as required

Learning Outcome: 1 Counsel and Motivate clients for social activities

Contents:

- Introduction to Counseling
- Type of Counseling
- Method of Counseling and Counseling Process
- Motivation type and method
- Motivating client and family
- Encouraging to involve with social activities

Assessment Criteria:

- Counseling is described
- Types of counseling are interpreted
- Methods of counseling are identified
- Types and methods of motivation are interpreted
- Needs for client and family member motivations are identified
- Client and family member are counseled and motivated
- Motivation for social activities is employed

Conditions:

Students/trainees must be provided with the following:

- Applicable tools, utensil and equipment as prescribed by competency standard
- Supply materials
- Relevant ingredients
- CBLM related with the learning out come
- Instructions, job sheets, activity sheet and standard operating procedures
- Personal protective equipment
- Module/reference

Learning Materials:

- CBLM
- Handouts
- Books, Manuals
- Module/ Reference
- Paper
- Pen

Learning Experience-1: Counsel and Motivate clients for social activities

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Sl	Learning Steps	Resources Specific Instructions
1	Student Will Ask the Instructor About the Materials to Be Used.	Instructor Will Provide the Learning Materials 'Provide Social Care and Recreational Supports to the Elder People'
2	Read The Information Sheet/S	Information Sheet No:1 Encourage Clients for Social Activities and Adls
3	Complete The Self Checks & Check Answer Sheets.	Self-Check/S Self-Check No: 1 Encourage Clients for Social Activities and Adls Answer Key 1: Encourage Clients for Social Activities and Adls
4	Read The Job Task Sheet and Specification Sheet	<ul style="list-style-type: none"> ▪ Job Sheet No: 1.1- Identify Needs for Client Motivations. ▪ Specification Sheet No. 1.1 – Identify Needs for Client Motivations. ▪ Job Sheet No: 1.2- Employ Motivation for Social Activities and Adls. ▪ Specification Sheet No. 1.2 – Employ Motivation for Social Activities and Adls.

Information Sheet 1: Counsel and Motivate clients for social activities

Learning Objective:

After reading this Information Sheet, learner will be able to:

- 1.1 Counseling is described
- 1.2 Types of counseling are interpreted
- 1.3 Methods of counseling are identified
- 1.4 Types and methods of motivation are interpreted
- 1.5 Needs for client and family member motivations are identified
- 1.6 Client and family member are counseled and motivated
- 1.7 Motivation for social activities is employed

1.1. Counseling



Counseling is a professional process aimed at providing individuals with support and guidance to address their emotional, psychological, and behavioral concerns. It involves a collaborative relationship between a trained counselor and a client, where the counselor creates a safe and confidential space for the client to express themselves openly.

During counseling sessions, clients have the opportunity to explore their thoughts, feelings, and experiences in a non-judgmental environment. The counselor actively listens and empathizes with the client, helping them gain insights, develop coping strategies, and make positive changes in their lives.

The primary goal of counseling is to enhance the client's overall well-being and promote personal growth. By engaging in counseling, individuals can gain a better understanding of themselves, their emotions, and their behaviors. They can also acquire skills to navigate challenges, manage stress, and improve their relationships.

Counseling can encompass various approaches and techniques depending on the counselor's theoretical orientation and the client's needs. Some common counseling approaches include Cognitive-Behavioral Therapy (CBT), Person-Centered Therapy, Solution-Focused Brief Therapy (SFBT), and psychodynamic approaches. Confidentiality is a fundamental aspect of counseling. It ensures that the information shared by the client remains private and is not disclosed without their consent, except in cases where there is a risk of harm to the client or others.

Overall, counseling provides a valuable resource for individuals seeking support, guidance, and personal growth. It serves as a collaborative process where clients can explore their concerns, develop insights, and work towards positive change with the support of a skilled and empathetic professional.

1.2.Types of Counseling

Counseling encompasses various types or approaches that are tailored to meet specific needs and address different concerns. Here are some common types of counseling:

1. **Individual Counseling:** Individual counseling involves one-on-one sessions between a counselor and a client. It focuses on the personal exploration of thoughts, emotions, and challenges faced by the individual. This type of counseling provides a confidential and supportive environment for clients to gain insights, set goals, and work towards personal growth.



2. **Group Counseling:** Group counseling involves a counselor facilitating a therapeutic session with a small group of individuals facing similar issues or concerns. Group members can share their experiences, provide support to one another, and learn from different perspectives. Group counseling can be effective for enhancing interpersonal skills, developing empathy, and building a sense of community.



3. **Family Counseling:** Family counseling, also known as family therapy, involves working with multiple family members together. The focus is on improving communication, resolving conflicts, and strengthening family relationships. Family counseling helps identify and address patterns of interaction that may contribute to challenges within the family unit, promoting understanding, cooperation, and healthier dynamics.



4. **Couples Counseling:** Couples counseling, also known as marriage or relationship counseling, is specifically designed to assist couples in addressing their relationship issues. A trained counselor helps couples improve communication, resolve conflicts, rebuild trust, and strengthen their emotional connection. Couples counseling can be beneficial for couples at any stage of their relationship, including premarital counseling and couples facing marital difficulties.



5. **Career Counseling:** Career counseling focuses on assisting individuals in exploring and navigating their career paths. It involves assessing skills, interests, and values, and providing guidance on educational and occupational decisions. Career counselors help individuals make informed career choices, set career goals, and develop strategies for professional development.



6. **Substance Abuse Counseling:** Substance abuse counseling is specialized counseling for individuals struggling with addiction or substance abuse issues. These counselors work with clients to address the underlying causes of addiction, develop coping mechanisms, and create strategies for recovery. Substance abuse counseling may include individual or group sessions, education about addiction, relapse prevention techniques, and support for family members.



It's important to note that while these types of counseling are distinct, there can be overlap and integration of approaches depending on the client's needs and the counselor's expertise. A skilled counselor will select and adapt the appropriate counseling type and techniques to best support the client's goals and well-being.

1.3 Methods of Counseling

1. Family Therapy:

- **Structural Family Therapy:** This method focuses on understanding and restructuring the family system by examining family dynamics, roles, and interactions. The therapist helps identify patterns of communication and behavior, promotes healthier boundaries, and enhances family relationships.
- **Strategic Family Therapy:** Strategic family therapy emphasizes problem-solving and strategic interventions to address specific family issues. The therapist sets specific goals, assigns tasks, and guides the family in implementing change strategies to resolve conflicts and improve family functioning.

2. Humanistic Therapy:

- **Person-Centered Therapy:** Person-centered therapy, also known as client-centered therapy, focuses on creating a supportive and non-judgmental therapeutic environment. The therapist provides empathy, unconditional positive regard, and genuine understanding, facilitating clients' self-exploration, self-acceptance, and personal growth.
- **Gestalt Therapy:** Gestalt therapy emphasizes self-awareness and personal responsibility in the present moment. It involves experiential techniques such

as role-playing, empty chair dialogue, and guided imagery to help clients gain insight, integrate different aspects of their identity, and resolve inner conflicts.

3. Mindfulness:

- **Mindfulness-Based Stress Reduction (MBSR):** MBSR combines mindfulness meditation, body awareness, and gentle movement to cultivate present-moment awareness and reduce stress. It encourages individuals to non-judgmentally observe their thoughts, emotions, and sensations, promoting greater self-awareness, acceptance, and well-being.
- **Acceptance and Commitment Therapy (ACT):** ACT integrates mindfulness with acceptance and values-based actions. It helps individuals develop psychological flexibility by accepting their experiences and making choices aligned with their values. ACT techniques aim to reduce the impact of negative thoughts and emotions and enhance overall life satisfaction.

4. Person-Centered Therapy:

- **Non-Directive Therapy:** Non-directive therapy is a form of person-centered therapy where the therapist takes a more passive role, allowing the client to lead the session and explore their concerns freely. The therapist provides support, active listening, and empathetic understanding without offering advice or interpretations.

5. Primal Therapy:

- Primal therapy is an intensive form of therapy that focuses on accessing and resolving deep emotional wounds and traumas from early childhood. The therapist creates a safe environment for clients to express and release suppressed emotions through techniques such as regression and re-experiencing. The goal is to facilitate emotional healing and promote personal growth.

Counseling Process:

Counseling is a collaborative and supportive process that helps individuals, couples, or families navigate through challenges, gain insights, and work towards positive change. It provides a safe and confidential space for individuals to explore their thoughts, emotions, and behaviors, with the guidance of a trained professional called a counselor or therapist.

The counseling process involves several important steps that aim to promote personal growth, emotional well-being, and problem resolution. It begins with an initial assessment, where the counselor gathers information about the client's concerns, history, and goals. This assessment sets the foundation for building a trusting and therapeutic relationship between the client and the counselor.

Once the counseling relationship is established, the counselor and client work together to identify the specific issues or challenges that the client wishes to address. They collaboratively

set goals that are realistic, measurable, and tailored to the client's needs and aspirations. This goal-setting phase helps provide a clear direction for the counseling process.

Throughout the counseling sessions, the counselor utilizes various therapeutic techniques and approaches depending on the client's unique circumstances and the counselor's expertise. These techniques may include active listening, empathy, cognitive restructuring, behavior modification, mindfulness exercises, or creative therapies. The counselor provides guidance, support, and feedback to facilitate self-reflection, insight, and personal growth.

As the counseling process unfolds, the client and counselor regularly assess progress and make adjustments when needed. This allows for a flexible and responsive approach that takes into account the client's evolving needs and goals. The counselor also monitors the client's overall well-being and ensures that the counseling sessions remain a safe and empowering space.

When the client has achieved their counseling goals or feels they have made significant progress, the counseling process concludes with closure and termination. The counselor and client review the progress made, reflect on the client's growth and achievements, and discuss strategies for maintaining positive changes beyond the counseling sessions. It is important to note that counseling is a collaborative effort, and the client's active participation, honesty, and commitment are key to the success of the process.

Overall, the counseling process is a dynamic and transformative journey that supports individuals, couples, or families in addressing their concerns, gaining new perspectives, and building the skills and resilience needed to thrive in their lives. It offers a compassionate and non-judgmental space where clients can explore their thoughts and emotions, find support, and discover their own path towards personal well-being and fulfillment.

Within the scope of caregiving, a basic counseling approach is described below:

1. Introduction and Assessment:

- The caregiver begins by introducing themselves and creating a welcoming atmosphere. They engage in a conversation to understand the concerns, needs, and goals of the client and their family members. This helps establish rapport and build trust.

2. Establishing a Supportive Environment:

- The caregiver ensures a safe and confidential space for clients and their families to express themselves openly. They emphasize active listening, empathy, and respect, promoting a sense of trust and comfort.

3. Identifying Concerns and Setting Goals:

- Together with the client and their family members, the caregiver identifies the main concerns or challenges they are facing. They discuss and define specific goals that the counseling session aims to address. This collaborative process ensures that the counseling session focuses on the client's and their family's needs.

4. Facilitating Communication and Understanding:

- The caregiver encourages open communication among family members, providing a platform for them to express their thoughts and emotions. They help

facilitate understanding and empathy among family members, promoting effective communication and mutual support.

5. Exploring Resources and Coping Strategies:

- The caregiver assists clients and their families in exploring available resources and coping strategies specific to their concerns. This may involve providing information about support groups, community services, respite care, and other relevant resources. They also help brainstorm and develop practical strategies for managing stress, improving self-care, and enhancing overall well-being.

6. Providing Emotional Support and Validation:

- The caregiver offers emotional support and validation to clients and their families throughout the counseling session. They acknowledge their feelings, concerns, and challenges, providing a compassionate and understanding presence.

7. Monitoring Progress and Adjusting:

- The caregiver regularly checks in with clients and their families to assess progress towards their goals. They evaluate the effectiveness of the strategies and interventions discussed during the counseling session, making any necessary adjustments to better support the clients and their families.

8. Closure and Follow-Up:

- When the counseling session is coming to an end, the caregiver facilitates a discussion to summarize the progress made and celebrate achievements. They provide guidance on maintaining positive changes and offer suggestions for continued support, such as recommending additional counseling sessions, community resources, or self-care practices.

It's important to note that while the caregiver can play a supportive role in facilitating the counseling session, it's essential to involve trained professionals, such as licensed therapists or counselors, for more formal and specialized counseling needs. The caregiver's role primarily focuses on creating a supportive environment, promoting communication, and connecting clients and their families to appropriate resources.

1.4. Needs for client motivations

What is Motivation?

“Motivation is any influence that triggers, directs or maintains human behaviour.”

It is the process that initiates, guides, and maintains goal-oriented behaviours. It is what causes someone to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behaviour.

Needs of Client Motivation

Whether it is getting early in the morning, taking personal care and hygiene, having foods, buying groceries, doing household chores, going out for social engagement, achieving something ambitious in life and many more, we always need motivation and encouragement to get things done. As a person gets older, lots of physical, mental, social and spiritual factors

affect the motivation and enthusiasm that may hamper social, daily living and recreational activities of an elderly. Specific disease condition may aggravate the situation more such as,

- person with chronic health problems (Such as, diabetes mellitus, heart disease, stroke etc),
- disabilities,
- psychiatric disorders,
- Alzheimer’s disease and dementia etc.

In these circumstances, the individual needs special care and attention from the family members and care givers. In this regard, motivation needs to be considered from two directions:

1. Motivation of the caregiver
2. Motivation of the elderly person



Many older adults feel like there is no benefit of staying motivated or active and have an attitude of “what’s the use?” Yet most older adults wish to remain independent and do not consider how inactivity contributes to various health conditions preventing independence.

Motivating older people to stay active and even exercise often means you may have your work cut out for you. With the many health challenges elderly people face, they can sometimes develop a mindset that is not easily swayed. Staying positive, patient and kind when trying to motivate a senior to be more active will go a long way. The health benefits are even greater if they begin early in the aging process. Understanding how to motivate seniors will help you to extend the quality of life of the elderly.

1.5. Types and methods of motivation

Motivation can broadly be divided into following three categories:

1. Intrinsic Motivation
2. Extrinsic Motivation
3. Amotivation

<p>Intrinsic Motivation:</p> <p>Intrinsic motivation takes place when someone engages in certain behaviour because he or she finds it benefiting for the self. The activity is performed for its own sake rather than from the desire for some external reward. The behaviour itself is its own reward.</p>	
<p>Extrinsic motivation:</p> <p>Extrinsic motivation takes place when the person is motivated to perform certain behaviour or engage in an activity because he or she wants to earn a reward or avoid punishment. Individual will engage in behaviour not because he enjoys it or finds it satisfying, but because he expects to get something in return or avoid something unpleasant.</p>	

Amotivation:

Amotivation is the complete absence of both intrinsic and extrinsic types of motivation. Amotivation is not a specific psychiatric condition, but it is a feeling that can be held towards certain activities, which may invoke an unwillingness or lack of motivation in people. Amotivation is very common in elderly.

**Intrinsic motivation vs. extrinsic motivation**

	Motivation	Goals
Intrinsic	Individual perform the activity because it's internally rewarding. You may do it because it's fun, enjoyable, and satisfying.	Goals come from within and the outcomes satisfy your basic psychological needs for autonomy, competence, and relatedness.
Extrinsic	You do the activity in order to get an external reward in return.	Goals are focused on an outcome and don't satisfy your basic psychological needs. Goals involve external gains, such as money, fame, power, or avoiding consequences.

All these three types of motivation are similar in terms of application in case of both the care giver and care recipient. A caregiver needs to be motivated in order to provide care and support. Same way, the individual needs to be motivated also in order to receive care and let the caregiver assist in performing social and daily living activities.

Intrinsic motivation factors

Understanding the factors that promote intrinsic motivation can help you see how it works and why it can be beneficial. These factors include:

Curiosity	Curiosity pushes us to explore and learn for the sole pleasure of learning and mastering.
Challenge	Being challenged helps us work at a continuously optimal level work toward meaningful goals.
Control	This comes from our basic desire to control what happens and make decisions that affect the outcome.
Recognition	We have an innate need to be appreciated and satisfaction when our efforts are recognized and appreciated by others.
Cooperation	Cooperating with others satisfies our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a shared goal.

Competition	Competition poses a challenge and increases the importance we place on doing well.
Fantasy	Fantasy involves using mental or virtual images to stimulate your behaviour. An example is a virtual game that requires you to answer a question or solve a problem to move to the next level.





Figure: Motivating the elderly requires passion, empathy and strategies to be performed by the caregiver in a safe and respectful manner.

1.6. Motivation for social activities and ADLs

Motivation can be employed by setting goal-oriented activities for the elderly. Being able to accomplish small tasks properly can bring a sense of purpose, and pride. In case of seniors, caregivers should create few and manageable goals daily, be it walking for ten minutes, completion of reading a small book chapter, or something as simple as finishing a cup of juice. Caregivers need to facilitate and assist the elderly along the way. There are three functional areas where motivations for elderly people can be employed, these are:

<p>1. Sports and physical activities: Physical activity can positively influence older adults' health. It includes:</p> <ul style="list-style-type: none"> ▪ walking (<i>recreational</i>) ▪ fitness or gym (<i>light exercise</i>) ▪ running ▪ swimming ▪ cycling ▪ Bushwalking, which simply means walking through a natural green environment; not usually regarded as a common activity for elderly in Bangladesh. ▪ Football, yoga, golf, tennis etc. 	
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<p>2. Cultural activities:</p> <ul style="list-style-type: none"> ▪ Dancing ▪ playing a musical instrument ▪ visiting museums and other places ▪ photography ▪ singing and ▪ painting ▪ Reading and writing etc. 	
<p>3. Community activities:</p> <ul style="list-style-type: none"> ▪ Older persons play important social roles in assisting their children, ▪ taking on care responsibilities, ▪ performing household tasks or ▪ Working as volunteers in the community. 	

Their contributions in providing wisdom and advice to younger generations and the society as a whole should be acknowledged

Some examples of intrinsic motivations for social activities and ADL

- Performing daily living activities because it's crucial for a healthy life, not because the client do not want to get inquired by your family members or caregivers.
- participating in a sport because it's fun and enjoying rather than doing it to win an award
- learning a new language because the client likes experiencing new things, not because his/her job requires it
- spending time with someone because the elderly enjoys their company and not because they will bring any financial benefit
- cleaning because the elderly enjoys a tidy space rather than doing it to avoid making caregiver or spouse angry
- playing cards because elderly loves the challenge instead of playing to win money
- exercising because elderly enjoys physically challenging own body instead of doing it to lose weight or fit into an outfit
- volunteering because elderly feels content and fulfilled rather than needing it to meet a school or work requirement
- going for a run because elderly finds it relaxing or trying to beat a personal record, not to win a competition
- taking on more responsibility at work because elderly enjoys being challenged and feeling accomplished, rather than to get a raise or promotion
- painting a picture because senior feels calm and happy when he/she paints rather than selling art to make money

1.7. Social care and the importance of recreational activities.

Definition of Social Care:

A generic term for a wide range of nonmedical services provided by professional caregivers, including from the voluntary sector, to support the social needs of individuals, especially the elderly, vulnerable or with special needs, to improve their quality of life.'



Physical Health in Elderly



Mental Health



Social Health



Spiritual Health

Figure: different dimensions of health in elderly

Social and recreational activities can include things like:

- visiting your friends and family
- active hobbies, such as bike riding, skiing or kayaking
- playing sport, such as tennis, surfing or basketball
- going out, for instance to the movies or a concert
- going places for fun, such as shopping or visiting a museum
- relaxing, like meditation or yoga
- learning new skills, like dance, art classes or sewing



Figure: Different aspects of Social Health

What impacts social and recreational activities in elderly?

In order to provide effective social and recreational supports to the elderly, following factors need to be considered with utmost priority:

1. Physical condition of the elderly (e.g. dementia, paralysis, stroke etc)
2. Mental and Emotional State of the person
3. Level of Motivation and Encouragement
4. Ability to Communicate
5. Social differences
6. Cultural difference
7. Religious preference
8. Spirituality

Importance of Social Care and recreational activities in Elderly:

We all know that leading an active lifestyle is good for us. Same goes for an elderly. If an elderly can participate in regular moderate physical and recreational activities, he/she can expect to enjoy numerous health and social benefits, including:

- reduced risk of heart disease and stroke
- reduced risk of developing high blood pressure
- reduced blood pressure in people who already have high blood pressure
- prevention of some cancers
- reduced risk of becoming overweight
- reduced risk of developing diabetes and prevention and treatment of non-insulin dependent diabetes
- better bone and muscle integrity and prevention of osteoporosis
- improved muscle flexibility, strength and endurance
- reduced risk of dying prematurely
- reduced risk of falling, and improved mobility and strength for older adults
- improved quality of sleep

Physical activity can also help:

- encourage social interaction
- improve concentration and learning
- increase personal confidence and self-awareness
- reduce feelings of depression and anxiety
- enhance self-esteem
- improve quality of life

1.8. Motivation Techniques

Strategies to engage client in different Social and Daily Living Activities:

Although there is often no clear demarcation within social and daily living activity levels, caregiver responsibilities will increase as ADL skills decline. In the early stage, most people remain independent with basic ADLs. One of the significant and most common conditions associated with activity decline in elderly is dementia, alzheimer's disease, chronic illnesses etc. Along with Dementia or any other associated condition in elderly, strategies to engage them in Social and Daily Living Activities are common.

In the beginning:

- Person will naturally try to cover up confusion by turning to others for help with simple tasks.
- This is a natural response and denial, anger, and excuses are common defence mechanisms.
- There may be some loss of interest in hobbies and activities.
- Mood changes, such as depression and anxiety, can occur.
- Learning new tasks may be difficult and complex tasks may be left uncompleted. Faulty judgment and mild changes in personality become obvious to caregivers.

As condition progresses to the moderate stage:

- Instrumental ADLs such as work, medication management, and management of personal finances become difficult or impossible.
- A person may begin to need help with basic daily activities.
- Mobility is often still good and, if so, safety becomes a concern for caregivers.
- Because of this, family caregiver responsibilities increase, causing stress, anxiety, and worry among family members and caregivers.

In the moderate phase:

- Cooking, housework, and shopping require direct assistance.
- Basic ADLs require assistance for set-up and safety.
- Basic ADLs may be disrupted by behavioral and psychological symptoms such as anger, frustration, and denial.

In severe stage

- Independence is gradually lost and caregivers must provide consistent direct care with most if not all ADLs.
- At this stage, a person must be directly assisted with basic ADLs such as eating, bathing, transfers, and walking.
- Control of bodily functions may be inconsistent, requiring direct help with bathing and toileting.
- Family members may find it impossible to continue to provide care and may be forced to hire a caregiver or move their loved one to assisted living or skilled nursing.

Safety issues and wandering require constant monitoring. If the person with i.e. dementia is staying at home, tired and overworked caregivers must provide even more support with ADLs to maintain a safe environment. In skilled nursing or assisted living, the facility must provide enough staffing and equipment to create a safe environment.

As severe dementia and other situation progresses:

- Balance and safety awareness can decline, requiring significant direct help with transfers and mobility.
- To prevent injuries from falls, it may be necessary to use bed and chair alarms or provide a one-on-one caregiver, which increases the cost of care.
- Caregivers and healthcare providers must make difficult decisions to prevent injury and to provide a safe environment.

Strategies for Assisting with ADLs

No matter what the level of independence a person has, when assisting someone with social and activities of daily living, encourage them to express their wishes. “No, I don’t want to!” means just that, even when spoken by someone especially with dementia. Keep these general measures in mind when assisting someone with their Socials and ADLs:

- Make eye contact and maintain a calm demeanour and voice.
- Repeat requests in the same words if needed. Rephrasing the request is confusing.
- Engage the resident. Offer simple choices, such as “Do you want orange juice or apple juice?”
- Be empathetic. Examples of empathetic responses include “You must be cold” or “Are you uncomfortable in that chair?”
- Solve problem by asking, “What would help now?”
- Give the person physical space—do not crowd.
- Be aware of your body language and vocal tone.
- Be aware of the speed of your movements and speech.

Examples

When assisting with basic ADLs, use common sense, non-challenging body language, and a quiet, confident tone of voice. Whatever the activity, move slowly, give clear, simple commands, limit choices, and allow plenty of time to complete the task.


There are times when the caregiver and the client have different goals. A caregiver in an adult day care facility may want to assist a client with a transfer from a recliner to a wheelchair as quickly as possible because the caregiver has two more people to help before an activity starts. The client may want just to watch TV and not participate in an activity.





Case Scenario: Social care and ADLs

My mom needs help with everything, including transfers and walking. When she has a doctor’s appointment, I try to start preparations at least an hour to an hour-and-a-half ahead of time. I get everything ready and think I’ve got things handled but just before we are ready to go she insists on brushing her teeth. This takes about 15 or 20 minutes and requires me to stand next to her at the sink the entire time. If I try to get her to go without brushing her teeth she grabs the door, or even sits down on the step and refuses to go. It drives me crazy. Once in the car she yells at me to hurry up.

ADL Strategies:

From mild to severe physical disabilities to perform Social and Daily Living Activities, person may need very little to complete help. Irrespective of the severity, it is good to keep certain core principles in mind:

<p>Dressing</p> <ul style="list-style-type: none"> ▪ Provide comfortable clothes with elastic waistbands and Velcro closures. ▪ Limit choices but encourage participation in the choice of clothing. ▪ Assist closely but encourage independence. 	
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<p>Grooming</p> <ul style="list-style-type: none"> ▪ Limit choices (“Would you like lipstick today?” “Would you like to brush your hair?”). ▪ Encourage as much independence as possible. 	
<p>Eating</p> <ul style="list-style-type: none"> ▪ Ask for food preferences. ▪ Set up the meal before serving. ▪ Open packages, uncover trays. ▪ Provide adaptive equipment as needed. ▪ Monitor closely. 	
<p>Bathing</p> <ul style="list-style-type: none"> ▪ Ask about bathing preferences. ▪ Initiate and monitor the activity. ▪ Provide direct assistance as needed, particularly in showers. 	
<p>Toileting</p> <ul style="list-style-type: none"> ▪ Ask regularly if the client needs to use the bathroom. ▪ Provide close assist, particularly with transfers. ▪ Label bathroom door for easy identification. ▪ Provide toileting on a regular schedule 	

Once a person reaches the severe stage independence due to physical and mental conditions like dementia, the more complex instrumental ADLs have likely been completely taken over by a family member or caregiver. Basic ADLs will require a great deal of assistance, depending on the person’s physical capabilities. If mobility is compromised, close assistance will be needed for all ADLs.

Self-Check Sheet 1: Encourage clients for Social Activities and ADLs

1. What is Social Health?

Answer:

2. What is social care?

Answer:

3. As an aged care worker how you can help the older person having physical challenges?

Answer:

4. What do you understand by Activities of Daily Livings (ADLs)? Give at least 5 examples.

Answer:

5. What is Motivation? Write down the types and give some examples.

Answer:

6. What is the major difference between Intrinsic and Extrinsic Motivation? Give examples of each of them.

Answer:

7. Write down 5 examples of Social and Recreational Activities.

Answer:

Answer Key 1: Encourage clients for Social Activities and ADLs

1. What is Social Health?

Answer: that dimension of an individual's well-being that concerns how he gets along with other people, how other people react to him, and how he interacts with social institutions and societal mores" (Russell 1973, p. 75).

2. What is social care?

Answer:

‘A generic term for a wide range of nonmedical services provided by professional caregivers, including from the voluntary sector, to support the social needs of individuals, especially the elderly, vulnerable or with special needs, to improve their quality of life.’

3. As an aged care worker how you can help the older person having physical challenges?

Answer:

- Encourage phone calls to family and friends.
- Assisting the older person to source social groups or activities.
- Drive the person to activities.
- Assist the person to write letters or emails.
- Talk about photos.
- Respect privacy.

4. What do you understand by Activities of Daily Livings (ADLs)? Give at least 5 examples.

Answer: Activities of daily living (ADLs) are essential and routine tasks that most young, healthy individuals can perform without assistance. The inability to accomplish essential activities of daily living may lead to unsafe conditions and poor quality of life. **Examples:** Eating, Bathing or showering, Grooming, Walking, Dressing and undressing, Transfers, Toileting.

5. What is Motivation? Write down the types and give some examples.

Answer: Motivation is any influence that triggers, directs or maintains human behavior. It is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes someone to act, whether it is getting a glass of water to reduce thirst

or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior.

6. What is the major difference between Intrinsic and Extrinsic Motivation? Give examples of each of them.

Answer:

	Motivation	Goals
Intrinsic	Individual perform the activity because it's internally rewarding. You may do it because it's fun, enjoyable, and satisfying.	Goals come from within and the outcomes satisfy your basic psychological needs for autonomy, competence, and relatedness.
Extrinsic	You do the activity in order to get an external reward in return.	Goals are focused on an outcome and don't satisfy your basic psychological needs. Goals involve external gains, such as money, fame, power, or avoiding consequences.

7. Write down 5 examples of Social and Recreational Activities.

Answer:

- visiting your friends and family
- active hobbies, such as bike riding, skiing or kayaking
- playing sport, such as tennis, surfing or basketball
- going out, for instance to the movies or a concert
- going places for fun, such as shopping or visiting a museum
- relaxing, like meditation or yoga
- learning new skills, like dance, art classes or sewing

Job Sheet 1.1: Identify needs for client motivations

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Work closely to explore the level of functional motivation of the elderly (Intrinsic, extrinsic or amotivation)
4. Explore the overall condition of the elderly to find the reason behind the level of motivation
 - a. person with chronic health problems (Such as, diabetes mellitus, heart disease, stroke etc),
 - b. disabilities,
 - c. psychiatric disorders,
 - d. Alzheimer's disease and dementia
 - e. Financial Condition
 - f. Loneliness
 - g. Loss of Hope etc.
5. Develop trust by showing different ways and strategies to help the elderly
6. Maintain privacy

Specification Sheet 1.1: Identify needs for client motivations

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the needs according to the patient's conditions
4. Consider patient safety with a priority

Job Sheet 1.2: Employ motivation for social activities and ADLs.

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Work closely to explore the level of functional motivation of the elderly (Intrinsic, extrinsic or amotivation)
4. Explore the overall condition of the elderly to find the reason behind the level of motivation
 - a. person with chronic health problems (Such as, diabetes mellitus, heart disease, stroke etc),
 - b. disabilities,
 - c. psychiatric disorders,
 - d. Alzheimer's disease and dementia
 - e. Financial Condition
 - f. Loneliness
 - g. Loss of Hope etc.
5. Engage with the motivational support actively in a friendly and respectful manner
6. Facilitate the client to make his own decision
7. Set small daily tasks that are achievable by the person
8. Develop trust by showing different ways and strategies to help the elderly
9. Maintain privacy and confidentiality

Specification Sheet 1.2: Employ motivation for social activities and ADLs

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the needs according to the patient's conditions
4. Select the appropriate activity considering individual ability and preference
5. Guide the person throughout the activity
6. Follow-up and evaluate the overall process and plan again if needed
7. Consider patient safety with a priority

Learning Outcome: 2. Support elder person with reading and writing

ASSESSMENT CRITERIA

1. Needs of assistance for reading and writing are identified.
2. Different materials and tools are selected.
3. Appropriate methods of reading and writing are identified.
4. Assistance with reading and writing is provided.

CONTENTS:

- Needs of assistance for reading and writing.
- Different materials and tools (mentioned in CS).
- Appropriate methods of reading and writing.
- Assistance with reading and writing (mentioned in CS).
- Different materials and tools to support and perform recreational activities.
- Client's preference and choice.
- Identify needs of assistance for reading and writing.
- Identify appropriate methods of reading and writing.
- Provide assistance with reading and writing

CONDITIONS:

Students/trainees must be provided with the following:

- Applicable tools and equipment as prescribed by competency standard
- CBLM related with the learning outcome
- Role of self and others within the quality improvement system
- Instructions, job sheets, activity sheet and standard operating procedures
- Personal protective equipment (PPE)
- Module/Reference
- Video clips
- Video (CD)
-

METHODOLOGIES:

- Discussion/Presentation
- Coaching/mentoring.
- Films and videos
- Self pace learning
- Activity/Demonstration

ASSESSMENT METHODS:

- Interview/Oral questioning
- Written
- Demonstration/Direct observation
- Portfolio

Learning Experience: 2

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources Specific Instructions
1. Student Will Ask the Instructor About the Materials to Be Used.	1. Instructor Will Provide the Learning Materials ‘Providing Social Care and Recreational Supports to The Elder People’
2. Read the Information Sheet/S	2. Information Sheet No. 2: Support Elder Person with Reading and Writing
3. Complete the Self Checks & Check Answer Sheets.	3. Self-Check/S Self-Check No2: Support Elder Person with Reading and Writing Answer Key2: Support Elder Person with Reading and Writing
4. Read the Job Task Sheet and Specification Sheet	Task Sheet No: 2.1- Identify Needs of Assistance for Reading and Writing. Task Sheet No: 2.2- Identify Appropriate Methods of Reading and Writing. Task Sheet No: 2.3- Provide Assistance with Reading and Writing

Information Sheet 2: Support elder person with reading and writing

Learning Objectives:

After completion of reading the information sheet the learners will be able to:

- Identify the needs of assistance for reading and writing for the elderly as part of social care support
- Select different materials and tools
- Identify appropriate methods of reading and writing
- Provide assistance with reading and writing

2.1. Needs of assistance for reading and writing:

Some cognitive skills or thought-processing abilities tend to decline in later life, and these can make it harder for older adults to understand and use reading and writing materials. However, not all literacy skills decline with age; there are cognitive skills that adults tend to retain as they grow older, and these can help pick up the slack as other skills decline.

Impact on literacy in elderly:

- Older people tend to experience changes in vision that can affect ease of reading & writing
- Older people tend to process information more slowly than they did when they were younger.
- Older people tend to have less “working memory”, which makes it harder for them to do several things at the same time
- Older people find it harder to their attention and deal with distractions
- Older people tend to have more difficulty reading and writing between the lines and coming to a conclusion
- Older people tend to be less flexible in their thought process

Things do not change much in later life:

- Older people have an extensive base of knowledge and life experience that helps them interpret information, make decisions, and solve problems.
- Older People tend to have the same ability to process spoken language as they did when they were younger
- Older people tend to keep the same ability to recognize and interpret pictures and other images as they age.

Due to these impacts of aging on literacy skills, assistance in reading and writing to elderly becomes a necessity in some cases.

Benefits of Reading and Writing for elderly:





Seniors who read often enjoy much more than just a good story. There are many benefits of reading & writing for older adults. These include everything from reducing stress and








enhancing sleep to improving memory, sharpening decision-making and possibly even delaying the onset of dementia.

- Improved Decision Making
- Can Reduce Stress
- Overcome Depression & Loneliness
- Increased Social Interactions
- Improved Sleeping Pattern
- Can Prevent Memory Loss
- An Ideal Hobby
- Improved Brain Activity
- Delay Onset of Dementia
- Improves Mood

2.2. Different materials and tools for clients

In order to help older people in reading and writing, a caregiver should have the knowledge and skills of using different materials and tools. The goal here is to support the elderly in a way that facilitates maximum independence in doing the assigned task. Following table illustrates some of the materials and tools commonly used in this regard:

<p>Pen or Pencil</p> <p>A pen or pencil is a common writing instrument that applies ink to a surface, usually paper, for writing or drawing.</p>	
<p>Paper</p> <p>A sheet where someone can write something or draw a picture.</p>	
<p>Storybook</p> <p>A book containing a story or collection of stories intended for people with special need.</p>	
<p>Books</p> <p>A written or printed work consisting of pages glued or sewn together along one side and bound in covers.</p>	

<p>Writing pad</p> <p>A pad of paper on which messages can be written. Nowadays, digital writing pad is available to take small notes.</p>	
<p>Magazines</p> <p>A magazine is a periodical publication, generally published on a regular schedule (often weekly or monthly), containing a variety of content.</p>	
<p>Newspaper</p> <p>A printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence. Web based digital newspaper is a common alternative in today's world.</p>	
<p>Documents</p> <p>A piece of written, printed, or electronic matter that provides information or evidence or that serves as an official or personal record.</p>	
<p>Letter</p> <p>An official letter, also known as a "formal letter," is a document professionally written for another company or business professional. They can be used when applying for jobs, issuing a complaint, expressing interest in a job position or thanking someone.</p>	
<p>Application</p> <p>A formal request to be considered for a position or to be allowed to do or have something, submitted to an authority, institution, or organization.</p>	
<p>Notebook</p> <p>A small book with blank or ruled pages for writing notes in. It can also be digital.</p>	

2.3. Appropriate Methods of Reading and Writing:

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. There are plenty of methods and techniques of reading and writing. For example, reading has following methods in common:

Scanning: Scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.

This can be applied to elderly person when they need to know any specific information from any document or paper. This can be locating a clause in the contract paper or any figure in the daily newspaper. With decreased capacity to do so in the elderly, caregiver can help guide the elderly locate the information needed.

Skimming: Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. When skimming, deliberately skip text that provides details, stories, data, or other elaboration.

Reading newspaper can be a good example for this. Going through an article about the healthy lifestyle or history on any interesting item can be read through in order to get a global idea of the topic. Care giver needs to patient and help the client obtain the required level of understanding.

Active Reading: Active reading simply means reading something with a determination to understand and evaluate it for its relevance to your needs. Simply reading and re-reading the material isn't an effective way to understand and learn. Actively and critically engaging with the content can save you time.

This can be so much tiring for the elderly. In this case, caregiver can be the reader for the person. By listening to the reader, elderly can get the insight actively. Audio book can also be an alternative to the care giver reading the book where a caregiver needs to find the required audio clip, devices and set arrangements as per the need of the elderly. This can be difficult if the client has any hearing problems as guided reading is missing here.




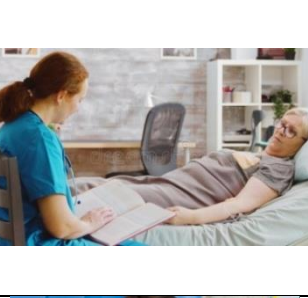



Detailed Reading: Detailed reading means reading something carefully to get accurate information. You would do this if you had to read long or complicated material in a book or a report.

Reading long story book or novel can be under this category. If the elderly can read by him or herself with his limited level of visual capacity, caregivers' roles will be to help elderly with reading glasses, ensuring settings to read and keeping track on the book for the elderly. If the person needs assistance, caregivers' role might be same as the previous one.

Speed Reading: Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words.

This is similar to skimming the main gist of the passage or article. Caregiver can read the whole and summarize the part for the elderly.

Some other methods of reading which might be suitable for elderly with different conditions are given below:

<p>Reading aloud For the elderly who loved to read all their lives, listening to someone read to them can bring profound comfort and joy.</p>	
<p>Audience participation Stories An audience participation story engages the audience in the story. It is a fun activity that promotes focus and creativity. Clients may repeat a word or phrase throughout the story: sing, gesture, or act.</p>	
<p>Reading and Reminiscing Read interesting and funny passages from these stories and talk about the book and the era in which it was written.</p>	
<p>Open-Ended stories Open-ended stories provide a creative way to engage clients in a story. Read a short story where the ending is inconclusive or incomplete. Clients may speculate how the story can continue, or how the problem can be solved. Write client answers on a white board and read them out at the end of the activity.</p>	
<p>Chapter books Chapter books are for clients who can reasonably follow the stories. Just recap the plot at the beginning of every session and proceed with the next chapter.</p>	
<p>Self Reading The study of something by oneself, as through books, records, etc., without direct supervision or attendance of a supervised individual.</p>	
<p>Reading in Electronic Devices Reading in electronic devices has become a popular method in today's world as the technology makes it easier and handy every day. Caregiver needs to have up to date knowledge on such technological developments used in reading such as, kindle copy of any book, e-portal sites, online library,</p>	

payment method, mobile and computer devices, tabs and eBooks etc.	
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Writing is the act or process of one who writes. It is forming visible letters or characters specifically handwriting sense or letters or characters that serve as visible signs of ideas, words, or symbols. Writing methods are also evolving with the modern technological advancements. Most of the writing in early days used to involve pen and paper and related materials. Today, besides using those materials, writing in electronic devices is gaining a huge popularity and usability to people of all ages. Some of the common methods of writing are described below:

<p>Persuasive</p> <p>For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers’ opinions, and provides justifications and evidence to support their claims.</p>	<p>Examples: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles; argumentative essays for academic papers</p>
<p>Narrative</p> <p>Often seen in longer writing samples, the purpose of this writing style is to share information in the context of a story. Narratives should include characters, conflicts, and settings.</p>	<p>Examples: Short stories; novels; poetry; historical accounts</p>
<p>Expository</p> <p>This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions.</p>	<p>Examples: How-to articles; textbooks; news stories (not editorials or Op-Eds); business, technical, or scientific writing</p>
<p>Descriptive</p> <p>This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc to engage the audience.</p>	<p>Examples: Poetry; fictional novels or plays; memoirs or first-hand accounts of events</p>




2.4. Assistance with reading and writing

In order to provide appropriate assistance to the elderly in reading and writing, a caregiver must have some functional literacy level and different options for reading and writing. Following section illustrates ways to provide assistance to the elderly in reading and writing using various available options:



Assistance with Reading: May include-

<p>Books Reading old favorite books can be a very good option for the elderly. In this regard, caregiver can help manage the required book, keep track of the chapters read, discussing with the elderly about the topic etc. Sometimes, elderly might be able to read the book themselves, sometimes they will need some assistance in terms of changing visions and angle, proper lighting etc. In extreme conditions, caregivers might need to read entirely for the elderly in an easy-to-understand voice tone and paraphrase the content if needed.</p>	
<p>Magazines Magazines provide a good source of current knowledge and affairs. Different topics might of interest to the different elderly. In general, specific type of magazine can be managed and kept ready by the caregiver for the elderly. For example, health magazines, financial magazine etc.</p>	
<p>Newspaper Newspaper is the most read daily item across the world. Nowadays, newspaper can be electronic also. Caregiver must have the related skills and keep it available as per the preference of the elderly.</p>	
<p>Documents Documents can be any form of written or electronic paper. It can be personal or official. Caregiver can help elderly organize the document portfolio, read and paraphrase it for them and simply keep the documents secure.</p>	
<p>Letter and application Letter can be personal or formal sent to the elderly by any near ones or official entities. In any of the cases, basic assistance is the similar to other sorts of documents. In this case, caregiver should put a special emphasis on securing the letters, maintaining their privacy and confidentiality. In formal case, this can be an application sent to the elderly.</p>	

Assistance with Writing: May include-

<p>Writing a Letter</p> <p>Elderly people can best try writing letters to the friends and family. Its great way to get connected with the near ones where past life story can be shared in a written way. Persons having limited physical and mental condition to do so might be in need of great support from a caregiver where caregiver can support the elderly in plenty of ways.</p>	
<p>Writing an application</p> <p>Application is usually formal writing towards an official issue; such as application for the bank to change the nominee or making a special wish made by the elderly. Caregiver in this regard should help elderly write the exact message in the appropriate formats.</p>	
<p>Writing different documents</p> <p>Document is usually a piece of written, printed, or electronic matter that provides information or evidence or that serves as a personal and official record. Document can be of different types such as; work document, medical document, legal document, letter of recommendation, legal notice, special will etc. Caregivers can help an elderly in numerous ways as per need.</p>	

Some other writing options for elderly might include:

<p>Writing a Diary</p> <p>Diary, form of autobiographical writing, a regularly kept record of the diarist's activities and reflections. Written primarily when writer is alone and contains personal information which is not meant to share with others without the prior consent of the elderly. In this regard, support may range from assisting to write in the diaries to maintaining the privacy and confidentiality of the content.</p>	
<p>Writing an email</p> <p>Email writing involves composing, sending, storing and receiving messages over an electronic communication system. An email stands for an electronic mail. Email writing is preferred over other forms of communication as it is cheaper and faster. Caregiver in this case can work as transcribe beside helping the elderly with technology as well as typing skills.</p>	

Writing blogs

Blogging is the process of writing a blog, an online journal in which you share your thoughts about a particular subject with readers. An example of blogging is when you write an online journal about the progress of your new home or recovery from disease.

Mostly past professional experience can be shared and caregiver can play a crucial role to maintain the whole process.



Writing paper articles

Writing a newspaper article, or writing a magazine article is not easy. It requires a great deal of subject knowledge and its application in the global context.

For a caregiver, knowing of the past life of the care recipient can be a clue in order to encourage the elderly for this kind of writing.



Writing on the mobile phone

Mobile phone is now the most popular and widely used device for all sorts of activities in life. Types of writing mentioned above can be done with the help of a mobile phone alone. Here, a caregivers role ranges from helping elderly navigate the internal options towards maintaining privacy of the clients' information.

At the same time, using a mobile phone in today's world can be addictive for the elderly and consequently it can affect normal sleeping pattern. Caregiver in such case needs to act properly so that the device is used when needed only.



Writing on the computer device

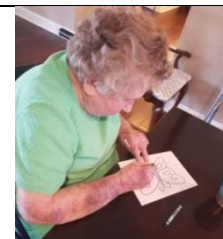
Unlike a mobile device, computer requires a formal set up and a bit more preparation to use. However, modern laptops help facilitate the ease of use and thus it is gaining popularity alongside mobile phone.

Typing skill in this case can be point of help to the elderly by the caregiver. Additionally, helping elderly adapt with t the rapid technological advancements need a great deal of patience and perseverance by the caregiver.



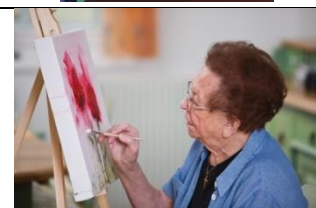
Drawing

An old form of writing usually used to spend great pastimes by the elderly. Person's previous experience and skills can be utilized and to do this caregiver's skill in drawing will be a great deal of advantage.



Painting

Painting is also a great sort of writing task which is usually performed in older ages if the person usually has previous experience and skills or has taken the task as a profession before or as a great deal of interest.



Self-Check Sheet 2: Support elder person with reading and writing

1. What are the four main types of reading technique?

Answer:

2. Mention 5 Benefits of Reading and Writing for elderly:

Answer:

3. Mention at least 5 Tools for Reading and Writing.

Answer:

4. Mention 5 methods of reading to be put in practice for elderly by a caregiver.

Answer:

5. Name at least five writing options that might be employed for elderly.

Answer:

Answer Key 2: Support elder person with reading and writing

1. What are the four main types of reading technique?

Answer:

- Skimming.
- Scanning.
- Intensive.
- Extensive.

2. Mention 5 Benefits of Reading and Writing for elderly:

Answer:

- Improved Decision Making
- Can Reduce Stress
- Overcome Depression & Loneliness
- Increased Social Interactions
- Improved Sleeping Pattern
- Can Prevent Memory Loss
- An Ideal Hobby
- Improved Brain Activity
- Delay Onset of Dementia
- Improves Mood

3. Mention at least 5 Tools for Reading and Writing.

Answer:

- Pen or Pencil
- Paper
- Storybook
- Books
- Writing pad
- Magazines
- Newspaper
- Documents
- Letter
- Application
- Notebook

4. Mention 5 methods of reading to be put in practice for elderly by a caregiver.

Answer:

- Reading aloud
- Audience participation Stories
- Reading and Reminiscing
- Open-Ended stories
- Chapter books
- Self Reading
- Reading in Electronic Devices

5. Name at least five writing options that might be employed for elderly.

Answer:

- Writing a Letter
- Writing a Diary
- Writing an email
- Drawing
- Painting

Task Sheet 2.1: Identify needs of assistance for reading and writing.

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages of reading and writing
4. Explore the overall condition of the elderly to find the level of independence in reading and writing
5. Motivate the client if needed.
6. Develop trust by showing different ways and strategies to help the elderly
7. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Task Sheet 2.2: Identify appropriate methods of reading and writing

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages of reading and writing
4. Explore the overall condition of the elderly to find the level of independence in reading and writing
5. Motivate the client if needed.
6. Discuss different options for reading and writing
7. Identify and select the intended options or methods for reading and writing
8. Develop trust by showing different ways and strategies to help the elderly
9. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Task Sheet 2.3: Provide assistance with reading and writing

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages of reading and writing
4. Explore the overall condition of the elderly to find the level of independence in reading and writing
5. Motivate the client if needed.
6. Discuss different options for reading and writing
7. Identify and select the intended options or methods for reading and writing
8. Provide assistance with the selected method in a respectful manner
9. Develop trust by showing different ways and strategies to help the elderly
10. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Learning Outcome: 3. Support elder person to visit places

Assessment Criteria

1. Needs and importance of visiting different places are identified.
2. Client is motivated and encouraged to visit different places.
3. Mode of transportation is identified and arranged.
4. Assistance is provided to visit places from and to home.

Contents:

- Needs and importance of visiting different places (mentioned in CS).
- Motivation and encouraging process of Client for visiting different places.
- Mode of transportation (mentioned in CS).
- Social safety and security to move clients in various places.
- Managing emergency situation
- Counseling to engage clients in different recreational activities
- Identify the needs and importance of visiting different places.
- Identify and arrange Mode of transportation.
- Provide assistance to visit places from and to home.

CONDITIONS:

Students/trainees must be provided with the following:

- Applicable tools and equipment as prescribed by competency standard
- CBLM related with the learning out come
- Role of self and others within the quality improvement system
- Instructions, job sheets, activity sheet and standard operating procedures
- Personal protective equipment (PPE)
- Module/Reference
- Video clips
- Video (CD)
- LCD projector, Overhead Projector, Television, White Board

METHODOLOGIES:

- Discussion/Presentation
- Coaching/mentoring.
- Films and videos
- Self pace learning
- Activity/Demonstration

ASSESSMENT METHODS:

- Interview/Oral questioning
- Written
- Demonstration/Direct observation
- Portfolio

Learning Experience: 3

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials ‘Support elderperson to visitplaces
2. Read the Information sheet/s	2. Information Sheet No:3 Support elderperson to visit places
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 3 Support elderperson to visitplaces Answer Key3: Support elderperson to visitplaces
4. Read the Job Task sheet and Specification Sheet	1. Task Sheet No: 3.1- Identify the needs and importance of visiting different places. 2. Task Sheet No: 3.2- Identify and arrange Mode of transportation. 3. Task Sheet No: 3.3- Provide assistance is provided to visit places from and tohome.

Information Sheet 3: Support elder person to visit places

Learning Objectives:

After completion of reading the information sheet the learners will be able to:

1. Identify the needs and importance of visiting different places
2. Motivate and encourage client to visit different places.
3. Identify and arrange different modes of transportation
4. Provide assistance to visit places from and to home.



3.1. Needs and importance of visiting different places (mentioned in CS)

We need to go to different places everyday in our life for various reasons. Across the lifespan we visit places for personal, family, and academic, professional, social and many other purposes. The purpose of travel is connected with building social relationships, opportunities to learn and grow, and commitment. It gives us the chance to be truly engaged in an activity, to develop new skills and to discover new cultures. It brings us closer to ourselves and others.

The person, who was once full of life, visited plenty of places for plenty of reasons with full independence become dependent over the period as he or she gets older.

Where can we visit?

As mentioned earlier, there are plenty of places we need to visit in our daily life. Some of the common places are mentioned below with pictures:

<p>Workplace A place where people work, such as an office or factory.</p>	
<p>Playground An outdoor area provided for children and adults to play in, especially at a school or public park.</p>	
<p>Shop A building or part of a building where goods or services are sold. An elderly can be assisted to visit such places to buy groceries for the self and/or family.</p>	
<p>Hospital An institution providing medical and surgical treatment and nursing care for sick or injured people.</p>	

<p>Doctor's Chamber A doctor's office is the room or clinic where a doctor works.</p>	
<p>Bank A financial institution licensed to receive deposits and make loans</p>	
<p>Relative's house Visiting the house of closest ones in an occasion or as part of routine visits.</p>	
<p>Program premises Attending social gatherings such as marriage party, anniversary, birthday etc.</p>	
<p>Movie theatre A theatre where films are shown for public entertainment; a cinema.</p>	
<p>Park/garden Gardens are usually private in nature. Most gardens are built within home owner's back or front yards. Some opt to create small gardens in their balconies or kitchen windows. Parks are public in nature and are meant to be used by the general population.</p>	

3.2. Motivation and encouraging process of Client for visiting different places

Visiting outdoor routinely is essential for a senior's wellbeing, but many elderly shows lack of interest to visit places due to different age-related issues as discussed in the previous information sheet such as, elderly people might delay going to the doctor giving some excuses. Seniors may avoid the doctor's office for many reasons, ranging from denial about a health condition to a fear of medical settings. Such denial may also include going to a restaurant for dinner, attending a wedding party, going for shopping etc.

Here are a few ways to motivate a reluctant elderly to visit places in need:

- **Approach The Topic with Love and Concern**

Be careful about the ways you try to motivate your client to go outside e.g. visit the doctor. Going into the conversation in an agitated mood or bossing your care recipient may make him or her more stubborn. Seniors are more likely to do what you suggest when you treat them with respect and love. Calmly explain that you're concerned about your loved one's health and would like to help him or her visit some places in need. Talk about the reasons your elderly might want to avoid the activity, and think of logical ways to alleviate those concerns.

- **Suggest Other Reasons to Visit Places**

If you know your client is particularly sensitive about a certain topic, it might be best to steer clear of it and discuss other health concerns. For example, if your elderly is exhibiting signs of memory loss but hates the idea of being diagnosed with Alzheimer's, you could suggest going to the doctor to get a routine check-up. Emphasize all the useful treatments your loved one can get to make life easier and more comfortable instead of talking about diagnosing unpleasant illnesses.

- **Offer To Make Schedule and Provide Transportation**

Many seniors have difficulty hearing people during phone calls, finding the right activity or information, and arranging for transportation to medical appointments, going for groceries, attending social events etc. Seniors may be more likely to go to the desired place if you make the process convenient. Making a schedule for instance, booking an appointment with the doctor and offering transportation may make it difficult for your care recipient to back out.

Aging adults who need help around the house, transportation to medical appointments and social events, and assistance with exercise can benefit from having an in-home caregiver. With the help of Caregiver, seniors can enjoy greater independence and receive regular mental and social stimulation when relying on a trusted professional who is expertly trained in various aspects of senior care.

- **Plan Exciting Events After the Appointment**

All you need to do is suggest a trip to the doctor's office and then mention that afterward you can stop at a nearby store, café, Movie Theater, museum, or something else your client likes. The prospect of looking forward to something enjoyable after the appointment may motivate elderly to visit the doctor.

3.3. Mode of transportation

Mode of Transportation

Mode of transportation (or transportation mode) refers to different ways by which goods or people are transported from one place to the other through land, air or sea. Earlier, we discussed about different places where an elderly can visit. Now, different transportations modes for elderly people will be discussed here. Bangladesh is known for a lot of things. Its greenery, the Royal Bengal Tiger, the longest natural beach in the world and oh, its traffic; being the most densely populated country in the world it comes as no surprise. The big cities, especially, are notorious for traffic jams. Lucky for us, there are plenty of ways to get around in Bangladesh.

Do keep in mind that some of these transports are exclusive to certain regions of Bangladesh. Without further ado let's take a look at them:

- Buses
- Uber
- Car
- Ambulance
- Metrorail

<p>Bus</p> <p>This is the cheapest way to travel within the city and cover long distances. Buses are usually convenient way to travel for elderly if there is no other physical condition that may be deteriorated due to bus journey.</p>	
<p>Uber/Taxis</p> <p>More common in Dhaka City and with a connecting apps of thousands of car owner and passengers, getting such transportations is now easier than ever. A safe and less herking mode of transportation for the elderly.</p>	
<p>Private Cars</p> <p>Privately owned cars used by people from certain financial background as a common mode of transportations. Day by day the trend is increasing in Bangladesh, especially in Dhaka City.</p>	
<p>Ambulance</p> <p>A vehicle equipped for taking sick or injured people to and from hospital, especially in emergencies.</p>	
<p>Metrorail</p> <p>A metro train is a train that is specifically designed to run in metropolitan cities. It's a new development in Bangladesh and the project is yet to be finished. The basic matter and assistance are no different than commuting in trains or via other modes of transportations.</p>	

Some other common modes of transportation that can be chosen by the elderly in Bangladesh are:

<p>Rickshaw</p> <p>The number 1 choice here in Bangladesh, the most popular form of transport. Suitable for small distances and caregivers should consider special attention while using rickshaw for the elderly due to safety issues.</p>	
<p>Auto rickshaw/Baby taxis</p> <p>Engine powered form of rickshaw, used to cover a little more distance with a greater speed.</p>	
<p>CNG Auto Ricksha</p> <p>CNG is used widely in Dhaka City nowadays. Some mobile apps also help us connect with CNG drivers easily.</p>	
<p>Boats, Launches and Ferries</p> <p>Useful ways to travel long distances. Caregiver needs to be extra careful as such transportation ways might be life threatening sometime due to unfriendly environment.</p>	
<p>Railway</p> <p>A convenient way to travel for elderly.</p>	
<p>Airlines</p> <p>Last but not least, we have the various airlines of Bangladesh who offer domestic flights. Certainly not the cheapest mean to travel, not by a long shot, but it is most definitely the quickest.</p>	

3.4. Social safety and security to move clients in various places

There are major reasons to be concerned for an elderly while visiting places using different modes of transportations as mentioned above. Physical conditions that can make easy commuting difficult for an elderly might include:





- Loss of muscle strength e.g. long illness, being confined to bed for a long time
- Loss of limb control or movement in a body part e.g. stroke
- Problems with swallowing or chewing e.g. post stroke, other neurological conditions
- Tremor or unsteadiness in movements e.g. Parkinson's disease

For these aforementioned reasons and as a result of overall decrease of activity with ageing, elderly people tend to be fragile and need special attention while visiting. Strategies to ensure Safety and Security for elderly during movements:

- Provide extra physical support to get in and out of the vehicle.
- Hold the hand relief some weight in case of moderately functional individuals.
- For completely fragile elderly, lifting might be only options and in such cases, caregivers should not take the responsibility alone. Asking for help from others might be a good option to prevent falls or other injuries.
- Offer assistive devices if needed.
- Check whether the device works properly and offer assistance.
- Take care of the assistive devices

Assistive devices for elderly while commuting

Being able to meet the changing needs of the older person's physical changes affects how services are provided to the person. Some individuals will require a lot of help due to the body changes while others will not need a lot of help at all. There are a number of aids that are available to assist the older person maintain their independence.

Aids		Description
		<ul style="list-style-type: none"> ▪ Wheelchairs can be manual or electric. They can also be pushed by another person.
		<ul style="list-style-type: none"> ▪ Walking frames come in various styles to meet the needs of the individual. ▪ Assist the person to mobilize



Safety on the streets

If street crimes (purse snatching, robberies, assaults, etc.) are a problem in the area such as in Dhaka City, there are ways in which you can reduce the risk of abuse and increase the sense of security for the elderly you are taking care of.

- Let elderly walk only in well-lit areas.
- Don't burden yourself and the senior with packages and belongings.
- Never display large sums of money in public.
- Go shopping in pairs or in a group. Stay with the senior all the time.
- Walk in the centre of the sidewalk, away from alleys and doorways.
- If you suspect you are being followed, cross the street, go to the nearest home, service station or business and call the police.
- Be aware of your surroundings and avoid areas that increase your chances of being assaulted.

Safety in your vehicle

- If your senior owns a private car, remind him or her to keep the vehicle locked at all times, whether moving or parked.
- In case a trip that takes place at night, encourage safe public transportation with prearrangements.
- Be cautious of any stranger while visiting.
- Maintain a calm and steady movement while getting on and off the transport. Put special attention while travelling by a Rickshaw.
- Plan and let your senior know the travelling route before the journey.
- Keep the senior informed and never leave alone.

3.5. Managing emergency situation

Most of the time, elderly feels safe in their home. Major way to manage emergency situation involves with the preparation. While visiting, maintaining some of these tips might help reduce the incidence:

- Choose right place to take your client. Avoid going to overcrowded places and places where transportation becomes an issue. Avoiding hard-to-reach areas might be an important consideration.

- Choose the best mode transportation according to the ability, availability, client's preferences and safety issues. Thoroughly discuss with the place and mode of transportation with the client and his family, involve them with the decision making process.
- Keep assistive device available if needed.
- Try to use toilets, sits, appliances which are elderly friendly. There are places in Bangladesh where toilets designed for the fragile and challenged elderly is available. Consider checking them beforehand.
- Having a health insurance might be good option which may cover emergency costs involved with travels
- Keep important phone numbers with you including emergency medical numbers. Check the balance and status of the mobile phone. It should be functional fully if needed.
- Share travel plans with others so that they can be of emergency support if needed.
- Carry money wisely and in multiple forms; such as cash, ATM card, mobile wallet etc.
- Know about the place and locals beforehand.
- Always stay with the elderly.
- Never leave him alone.

Self-Check Sheet 3: Support elder person to visit places

1. Mention 5 places where an elderly can visit for Social and Daily Living Activities?

Answer:

2. Mention 3 ways to motivate elderly to visit different places in need.

Answer:

3. Mention 5 modes of transportation which can be arranged for elderly by a caregiver.

Answer:

4. Mention 3 assistive devices which might be used for elderly during visiting different places.

Answer:

Answer Key 3: Support elder person to visit places

1. Mention 5 places where an elderly can visit for Social and Daily Living Activities?

Answer: Workplace, Playground, Shop, Hospital, Doctor's Chamber, Bank, Relative's house, Program premises, Movie theatre, Park/garden.

2. Mention 3 ways to motivate elderly to visit different places in need.

Answer: Approach the Topic with Love and Concern, Suggest Other Reasons to Visit Places, Offer to Make Schedule and Provide Transportation, Plan Exciting Events after the Appointment, Give assurance about safety and security.

3. Mention 5 modes of transportation which can be arranged for elderly by a caregiver.

Answer: Rickshaw, Bus, Auto rickshaw/Baby taxis, CNG, Private Cars, Taxis, Ambulance.

4. Mention 3 assistive device which might be used for elderly during visiting different places.

Answer: Wheelchairs, walking frames, Walking sticks or cane

Task Sheet 3.1: Identify the needs and importance of visiting different places

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of visiting places
4. Explore the overall condition of the elderly to find the level of independence to travel
5. Motivate the client if needed.
6. Develop trust by showing different ways and strategies to help the elderly
7. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective communication skills
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Task Sheet 3.2: Identify and arrange Mode of transportation

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of visiting places
4. Explore the overall condition of the elderly to find the level of independence to travel
5. Motivate the client if needed.
6. Discuss different modes of transportations and involve the client and family members in decision making process
7. Identify and select the best suited mode of transportation among various options
8. Arrange the transportation on time
9. Develop trust by showing different ways and strategies to help the elderly
10. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Task Sheet 3.3: Provide assistance to visit places from and to home

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of visiting places
4. Explore the overall condition of the elderly to find the level of independence to travel
5. Motivate the client if needed.
6. Discuss different modes of transportations and involve the client and family members in decision making process
7. Identify and select the best suited mode of transportation among various options
8. Arrange the transportation on time
9. Keep the assisted devices available if needed.
10. Consider the safety and security of the client as the topmost priority.
11. Keep plan to tackle emergency situations.
12. Develop trust by showing different ways and strategies to help the elderly
13. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Learning Outcome: 4. Provide recreational supports

ASSESSMENT CRITERIA

1. Needs of recreational support is identified.
2. Types of recreational support is identified and selected.
3. Assistant to recreational support to client is provided as required.

CONTENTS:

- Importance of recreational support.
- Types of recreational support (mentioned in CS).
- Assistant to recreational support to client.
- Types of recreational support and possible assistance.
- Identify the needs of recreational support.
- Identify types of recreational support.
- Provide assistant to recreational support to client.

CONDITIONS:

Students/trainees must be provided with the following:

- Applicable tools, utensil and equipment as prescribed by competency standard
- CBLM related with the learning outcome
- Role of self and others within the quality improvement system
- Instructions, job sheets, activity sheet and standard operating procedures
- Personal protective equipment (PPE)
- Module/Reference
- Video clips
- Video (CD)
- LCD projector, Overhead Projector, Television, White Board

METHODOLOGIES:

- Discussion/Presentation
- Coaching/mentoring.
- Films and videos
- Self pace learning
- Activity/Demonstration

ASSESSMENT METHODS:

- Interview/Oral questioning
- Written
- Demonstration/Direct observation
- Portfolio

Learning Experience: 4

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	1.instructor will provide the learning materials ‘providing social care and recreational supports to the elder people
2. Read the information sheet/s	2. Information sheet no:4 provide recreational supports
3. Complete the self checks & check answer sheets.	3. Self-check/s Self-check no 4: provide recreational supports Answer key4: provide recreational supports
4. Read the job task sheet and Specification sheet	1. Task sheet no: 4.1- identify the needs of recreational support. 2. Task sheet no: 4.2- identify types of recreational support. 3. Task sheet no: 4.3- provide assistant to recreational support to client.

Information Sheet 4: Provide recreational supports

Learning Objectives:

After completion of reading the information sheet the learners will be able to:

1. Needs of recreational support is identified.
2. Types of recreational support is identified and selected.
3. Assistant to recreational support to client is provided as required.

4.1. Needs of recreational support

Inactivity among seniors can lead to physical ailments and be detrimental to mental health. A lack of interaction with others can also cause feelings of loneliness and isolation. This is why aged care workers must highly priorities leisure activities. Recreation then becomes a therapeutic activity that builds relationships, benefits mental health, and improves physical health, each of which is critical to the overall health and happiness of the elderly. Here are 3 key advantages of recreational activities for the elderly:

1. Recreation improves emotional and cognitive wellbeing	<p>Recreational activities play an important role in improving the cognitive and emotional wellbeing of the elderly. Individual and group activities improve seniors' emotions and cognitive abilities in expressing themselves and what they feel. This can be through activities like arts and crafts or painting.</p> <p>Cognitive activities such as jigsaw and word puzzles or card games strengthen organisational and problem-solving skills and improve mental alertness. Even good old-fashioned conversation can stimulate the mind!</p>
2. Helps them lead a fulfilling social life	<p>Seniors thrive in good company and in healthy relationships. Most of the time, the elderly relies on others to interact with. Recreational activities planned especially for the elderly ensure they spend quality time with people similar to them, as they enjoy the gift of companionship and camaraderie.</p> <p>Feelings of seclusion, anxiety, and isolation are eased, while mental and physical health is improved.</p> <p>Group activities such as bingo, chess and other board games can encourage seniors to connect with others and foster meaningful relationships.</p>
3. Helps strengthen and improve physical health	<p>Gentle exercises and light activities can help improve the mobility, balance, flexibility, and agility of the elderly. Physical activity can also prevent disease and reduce the risk of falls and other injuries.</p> <p>Activities can be as simple as daily walks or planned exercise such as swimming, stretching, or appropriate chair exercises. Other aerobic activities can also include dancing classes or even gardening!</p>

Physical activity helps the aged gain more muscle strength and improve coordination and balance, even as they age. Light exercises and movement can also reduce muscle strain and spasms and strengthen their cardiovascular and respiratory wellbeing.



Fig: Different Types of Recreational Activities for elderly

4.2. Types of recreational support (mentioned in CS)

Generally, involves the older person attending social or recreational events and services outside of the home at a community, day or recreational centre. Four major types of recreational supports are as follows:

Help in playing

Play and fun are powerful activities for older adults and can have several major benefits. Play has the power to help improve brain function and prevent memory problems. The social interaction of playing with others can also help reduce stress and depression. Some of the tips may include:

- Find someone or a group to exercise or play with the client.
- Make the activity a daily routine
- Identify activities that they enjoy considering their physical condition and ability.
- Select appropriate age specific indoor and outdoor activities.
- Start slowly and advance gradually.
- Set realistic expectations and targets.
- Be supportive.



Help in listening to music

Listening to favorite music can be a powerful activity for the elderly. It improves their moods, brings back older, happy memories, encourages socialization, and promotes overall mental and physical health. As a caregiver, you can help choose music that improves quality of life for seniors by selecting music that is: positive/motivating and enjoyable. Some of the tips may include:

- Offer the music of choice and consider culture, religion and preference of the client
- Keep the music and devices functional
- Don't offer music with extra volume which might be harmful for the elderly. Counsel the client if needed.



Help in writing and reading

Writing and reading is a common medium of human communication and interaction with outer world. During elderly due to multiple physical and mental reasons, level of independence in reading and writing might decline significantly. Caregiver has a great deal of scope in assisting an elderly client in reading and writing based on the physical and mental condition, ability and preference of the individual by using different tools and materials such as:

Pen or pencil, paper, storybook, books, writing pad, magazines, newspaper, documents, letter, application, notebook



Some other most common forms of social and recreational activities can include things like:

- Visiting friends and family



- Active hobbies, such as bike riding, skiing or kayaking



- Playing sport, such as tennis, surfing or basketball, playing cards etc.



- Going out, for instance to the movies or a concert



- Going places for fun, such as shopping or visiting a museum



- Relaxing, like meditation or yoga



- Learning new skills, like dance, art classes or sewing



Age-Appropriate indoor games for elderly:




Card Games

Card Games such as bridge, rummy; pinochle etc. can stimulate the brain and help memory loss.



<p>Board Games</p> <p>Seniors can enjoy board games like scrabble, carom, Ludo, dominoes, world safari, monopoly, bingo etc.</p>	
<p>Mahjong</p> <p>This game involves tile matching. The players simply locate matching tiles and remove them in pairs until they can't go further or they clear them all.</p>	
<p>Reminiscing</p> <p>Sharing with friends and family the most memorable events, favourite holiday, best advice received, best advice given, funniest moment, favourite memory etc</p>	
<p>Guess the song</p> <p>One person plays songs, shares lyrics, or gives clues and the rest guess which song it is.</p>	

Age-appropriate outdoor games for elderly:

<p>Golf: Many seniors look forward to golf when the weather warms up. You could go to a gorgeous golf course, have some fun at a miniature golf course, or even set up some putt-putt in your backyard!</p>	
<p>Badminton: As a less aggressive and more lightweight racquet sport, badminton offers loads of health benefits to seniors without an increased risk for injury.</p>	
<p>Fishing: Fishing doesn't take a lot of physical effort and the elderly could enjoy it for a long time even when their health isn't what it once was. It's also a great activity to connect with the younger generation. Your grandchildren will never forget the time they spend</p>	

fishing with you and the bonding is always best-done overdoing things together.

Gardening: Gardening is a perfect outdoor activity for the elderly. It's related to the warm weather meaning that seniors could even take it up in the wintertime if the conditions are favorable and there's little to do. It also provides a sense of purpose and planning since gardening is cyclical and always gives you something to work towards.



Swimming: The elderly often hesitates to take up swimming as a hobby, but it's a mistake to do so. It's one of the healthiest sports and ways to exercise. Most seniors love it since it allows you to clear your mind and relax while exercising your whole body.



Sports: There are limits as to what kind of sport you can play when you progress in age, but if you're responsible and if you pace yourself, you can still enjoy a lot of sports outdoors and get the health benefits of playing them as well. There are teams specifically made for the elderly which further increase the feeling of being a part of a community, and that makes engaging in such activities even more rewarding.



Hiking: Sometimes the simplest way to enjoy nature is to simply spend time in it. Hiking is sometimes just that, taking your time and strolling through some beautiful surroundings. A good thing about it, especially from the point of view of an elderly person, is that you can go as far and as fast as you want and you can also take your time if your abilities don't allow you to exercise too hard.





Photography: Photography is a great activity for the elderly because it motivates them to spend time outside and go chasing for that perfect photo. It's also an intellectual and artistic activity that you can learn about and get better in over time.



Community Events: There are always community events organized by the local associations, governmental or otherwise. Some are common such as Halloween or the 4th of July, others are less known and more local in nature and theme.



<p>These events don't come about on their own, there are always dedicated teams that put them together.</p>	
<p>Bird watching: Bird watching is one of those activities that no one usually thinks about or plans to take on. A hobby is a reason to get you out of the house for the most part, as is the case with hiking or taking photos. Sometimes you'll spend hours just trying to spot a rare bird and to complete your collection.</p>	
<p>Jogging: Jogging is probably the simplest exercise you can do and is also one of the most effective. Making a habit out of running is one of the best things you can do for your health in the long term. It's also something you can do both alone and in groups and something you can scale up or down over time depending on how you feel.</p>	

4.3. Assistance to recreational support to client

It's not just physical activities our bodies need – mental exercise challenges our brain and keeps it young. Even 5 minutes a day of puzzle games can boost our brain function. People who are involved in recreational activities are more likely to stay mentally sharp and those who increase game playing during their 70s are certainly more likely to maintain certain thinking skills as they grow older.

With dementia becoming more of a worry as we get older, different recreational activities can be a valid way to keep brain focused and sharp. Caregivers can assist elderly in many ways in this regard.



Fig: Social Interaction increases sense of living in Elderly

Through effective communication skills, caregivers can discuss different purposes, advantages, needs different recreational activities with the elderly and his family members. According to client's capability, age-appropriate recreational activities can be chosen and facilitated for the elderly. Caregivers also need to concentrate a lot motivating the client to get involved with such activities.

In general, following strategies might be followed:

1. Greet the client and discuss in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of different recreational activities available for elderly
4. Explore the overall condition of the elderly to find the level of independence to take part in recreational activities
5. Motivate the client if needed.
6. Discuss different types of recreational supports and involve the client and family members in decision making process
7. Identify and select the best suitable one among various options
8. Arrange logistics for the activity
9. Provide support to participate recreational activity
10. Consider safety, security and emergency situation of the client.
11. Develop trust by showing different ways and strategies to help the elderly
12. Maintain privacy and confidentiality.

Self-Check Sheet 4: Provide recreational supports

1. What do you understand by recreational support for elderly? Give 5 examples.

Answer:

2. Write down 3 importances of recreational activities during elderly.

Answer:

3. How can you encourage the elderly to participate in activities?

Answer:

4. Write down 5 benefits of Indoor games for elderly.

Answer:

5. Name at least five age suitable indoor games for elderly.

Answer:

Answer Key 4: Provide recreational supports

1. What do you understand by recreational support for elderly? Give 5 examples.

Answer:

The kind of support provided by a caregiver, family or holistic healthcare team to the elderly which is designed to help seniors reduce the effects of illness or disability through some age appropriate physical and mental activities.

- Visiting friends and family
- Active hobbies, such as bike riding, skiing or kayaking
- Playing sport, such as tennis, surfing or basketball, playing cards etc.
- Going out, for instance to the movies or a concert
- Going places for fun, such as shopping or visiting a museum
- Relaxing, like meditation or yoga
- Learning new skills, like dance, art classes or sewing

2. Write down 3 importance of recreational activities during elderly.

Answer:

- Recreation improves emotional and cognitive wellbeing
- Helps them lead a fulfilling social life
- Helps strengthen and improve physical health

3. How can you encourage the elderly to participate in activities?

Answer:

- Create suitable recreational activities for your participants
- Incorporate activities into their day
- Improve relationships and strengthen social ties

4. Write down 5 benefits of Indoor games for elderly.

Answer:

- Physical Fitness
- Stimulates Creativity
- Coordination
- Safe and Comfortable
- Alleviate anxiety
- Enhances brain function

5. Name at least five age suitable indoor games for elderly.

Answer:

- Card Games
- Board Games
- Mahjong
- Computer Games
- Reminiscing
- Guess the song
- Crossword Puzzles and other interesting word games like Spellathon, make words, weave a story etc.

Task Sheet 4.1: Identify the needs of recreational support

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of different recreational supports available for the elderly
4. Explore the overall condition of the elderly to find the level of independence to take part in recreational activities
5. Motivate the client if needed.
6. Develop trust by showing different ways and strategies to help the elderly
7. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective communication skills
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Task Sheet 4.2: Identify types of recreational support

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of different recreational activities available for elderly
4. Explore the overall condition of the elderly to find the level of independence to take part in recreational activities
5. Motivate the client if needed.
6. Discuss different types of recreational supports and involve the client and family members in decision making process
7. Identify and select the best suitable one among various options
8. Arrange logistics for the activity
9. Develop trust by showing different ways and strategies to help the elderly
10. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Task Sheet 4.3: Provide assistance to recreational support to the client

Working Procedure:

1. Greet the client in a respectful manner.
2. Maintain effective communication skills all through the way.
3. Discuss different purposes, advantages, needs of different recreational activities available for elderly
4. Explore the overall condition of the elderly to find the level of independence to take part in recreational activities
5. Motivate the client if needed.
6. Discuss different types of recreational supports and involve the client and family members in decision making process
7. Identify and select the best suitable one among various options
8. Arrange logistics for the activity
9. Provide support to participate recreational activity
10. Consider safety, security and emergency situation of the client.
11. Develop trust by showing different ways and strategies to help the elderly
12. Maintain privacy and confidentiality.

Conditions for the job: Work must be carried out in a safe manner and according to industry standards.

1. Maintain Eye Contact with the client and apply effective skills of effective communication
2. Discuss with the client in a friendly manner, do not push or force to make a choice
3. Identify the options according to the patient's conditions, preference and ability
4. Be empathetic
5. Do not disclose client's preference without prior permission

Review of Competency

Below is yourself assessment rating for module “Provide Social Care and Recreational Supports to the elderly”

Assessment of performance Criteria	Yes	No
1. Counseling is described		
2. Types of counseling are interpreted		
3. Methods of counseling are identified		
4. Types and methods of motivation are interpreted		
5. Needs for client and family member motivations are identified		
6. Client and family member are counseled and motivated		
7. Motivation for social activities is employed		
8. Needs of assistance for reading and writing are identified		
9. Materials and tools for reading and writing are selected		
10. Appropriate methods of reading and writing are applied		
11. Assistance with reading and writing is provided		
12. Needs and importance of visiting different places are identified		
13. Client is motivated and encouraged to visit different places		
14. Mode of transportation is identified and arranged		
15. Assistance is provided to visit places from and to home		
16. Needs of recreational support is identified		
17. Types of recreational support is identified and selected		
18. Assistant for recreational support to client is provided as required		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Perform social and recreational supports to client**’ (Occupation: Caregiving persons with special needs, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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