

## PROTOCOL FOR THE GSTP (GYMSEN SENSORY TRAINING PROGRAM): SENSORY GYMNASTICS FOR THE ELDERLY GYMSEN PROJECT

Recommended for: INSTITUTIONALIZED ELDERLY  
18 sessions: twice per week (9 weeks), 60-100 min

### SESSION 1 (WEEK 1): Introduction to the GYMSEN project and the GSTP (70 MIN)

**ACTIVITY 1.** Explanation of the program (10 min):

- Objective
- Simple and brief introduction to the sensory tasks
- Explanation of the chronogram and the main activities they will perform in the following weeks
- Explanation of the tests/questionnaires

**ACTIVITY 2.** Tests/ questionnaires (30 min)

- OCT: Odour intensity and identity capability questionnaire
- *Involve two or more persons to lead the testing: an educator/ trainer/ psychologist (to explain the exercise and help the elder in sniffing the bottle) and an observer to collect the results and takes notes*
- *Remember frequently to elders with cognitive problems that the work is to smell and NOT to drink the liquid within the bottle*
- *The educator/ trainer/ psychologist and the observer should be positive and calm, paying attention to any behaviour of the elder that would suggest tiredness, low level of attention or unwilling mood.*
- *Elders have already been helped to fill in the MNA test before the beginning of the programme in order to avoid any stress and tiredness that could be originated from overlapping too many activities.*

**BREAK (10 min)**

**ACTIVITY 3.** Activities with the 4 products/smells (20 min):

- Brief presentation of the 4 products/smells to the group: tomato, cheese, orange and chocolate.
- What memories do these products arise?
- *Ask elders to talk about these products starting from their memories.*
- *Help linking memories and products with seasons (i.e. winter for oranges, summer for tomatoes and Easter for chocolate ...) and local traditions*

- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 2 (WEEK 1): SMELL AND REMEMBER – TOMATO AND CHOCOLATE (100 min)**

### **ACTIVITY 1. SMELL AND REMEMBER – TOMATO (20 min):**

- Show a TOMATO and ask to talk about memories and tomatoes characteristics:
  - *what memories do it arise? How did you prepare the tomato sauce? What is the best month to transplant tomatoes? And to harvest them? Did you have a vegetable garden when you were young/adult? Did you like to work in it? Did you do it alone or with someone else? ...*
  - *Do you know that tomatoes contain important vitamins? Which ones? Do you know for what Vitamins A and C are important?*
  - *Do you know that there are different types of tomatoes? Which ones? What are the differences? (shape, colour, taste)*
- Let them smell the tomato individually.
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **ACTIVITY 2. PICTURES FROM MAGAZINES (25 min)**

- Ask elders to find and cut some pictures on magazines to prepare a poster showing what they told on tomatoes:
  - *distribute scissors (for babies), chopping boards and magazines and ask elders to look for images of tomatoes*

- *prepare a large sheet of cardboard, glue and marker pens in different colours*
- *when elders have finished to cut images, collect them individually asking the reason why they chose them*
- *complete the cut and glue the images to the cardboard, leaving some space for adding relevant words or sentences: i.e. tomatoes contain vitamins A + C, they are used to make sauce, tomatoes are harvested in July and August, tomatoes are rich in water, etc...*
- *show the final cardboard to the group and ask for comments*
- *This is a group activity, elders are seated in circle, on comfortable seats and are provided with the tools needed. Food and cookery magazines are the most suitable*
- *If some elders cannot cut or see images, they can be gathered in couples or small groups*
- *Educator/trainer/psychologist and the observer should supervise the group separately, they continuously talk with the elders individually asking if they are easily finding images, if they need another magazine or any help, etc..*
- *The observer will take note of the activity details and eventual difficulties and, with the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **BREAK (10 min)**

#### **ACTIVITY 3. SMELL AND REMEMBER – CHOCOLATE (20 min):**

- **Show a small piece of CHOCOLATE and ask to talk about memories:**
  - *what memories do it arise? When did you eat it the first time? (as in the past, chocolate was a luxury good, elders probably will remember the first time they taste it)*
  - *do you know that there are different types of chocolate? Which ones? What are the differences? (ingredients, colour, taste) Which one do you prefer? Famous types of chocolate candies...*
- **Let them smell the chocolate individually.**
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

- *Milk chocolate is the most appreciated, the sample should be of this kind.*

#### **ACTIVITY 4. PICTURES FROM MAGAZINES (25 min)**

- Ask elders to find and cut some pictures on magazines to prepare a poster showing what they told on chocolate:
  - *distribute scissors (for babies), a chopping board and magazines, and ask elders to look for images of chocolate*
  - *prepare a large sheet of cardboard, glue and marker pens in different colours*
  - *when elders have finished to cut images, collect them individually asking the reason why they chose them*
  - *complete the cut and glue the images to the cardboard, leaving some space for adding relevant words or sentences: i.e. chocolate is a resource for energy, it was imported from America by C. Columbus, list the different types of Italian typical chocolate candies etc...*
  - *show the final cardboard to the group and ask for comments*
  - *This is a group activity, elders are seated in circle, on comfortable seats and are provided with the tools needed. Food and cookery magazines are the most suitable*
  - *If some elders cannot cut or see images, they can be gathered in couples or small groups*
  - *Educator/trainer/psychologist and the observer should supervise the group separately, they continuously talk with the elders individually asking if they are easily finding images, if they need another magazine or any help, etc..*
  - *The observer will take note of the activity details and eventual difficulties and, with the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **SESSION 3 (WEEK 2): SMELL AND REMEMBER – ORANGE AND CHEESE (100 min)**

#### **ACTIVITY 1. SMELL AND REMEMBER – ORANGE (20 min):**

- Show an ORANGE and ask to talk about memories and orange characteristics:
  - *what memories do it arise? In which season is it typical? Where are oranges harvested? Which recipes can be prepared with oranges? Orange juice, jam, fresh fruit, cake, fish with orange.*
  - *Talk on properties of orange. Why oranges are good for human health? Different kind of cheese, why is good for the health?*

- Let them smell the orange individually.
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **ACTIVITY 2. PICTURES FROM MAGAZINES (25 min)**

- Ask elders to find and cut some pictures on magazines to prepare a poster showing what they told on oranges:
  - *distribute scissors (for babies), chopping boards and magazines and ask elders to look for images of tomatoes*
  - *prepare a large sheet of cardboard, glue and marker pens in different colours*
  - *when elders have finished to cut the images, collect them individually asking the reason why they chose them*
  - *complete the cut and glue the images to the cardboard, leaving some space for adding relevant words or sentences: i.e. oranges contain vitamins C, they help us against flu and cough, they are harvested in the South, etc...*
  - *show the final cardboard to the group and ask for comments*
  - *This is a group activity, elders are seated in circle, on comfortable seats and are provided with the tools needed. Food and cookery magazines are the most suitable*
  - *If some elders cannot cut or see images, they can be gathered in couples or small groups*
  - *Educator/trainer/psychologist and the observer should supervise the group separately, they continuously talk with the elders individually asking if they are easily finding images, if they need another magazine or any help, etc..*
  - *The observer will take note of the activity details and eventual difficulties*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **BREAK (10 min)**

### **ACTIVITY 3. SMELL AND REMEMBER – CHEESE (20 min):**

- Show a small piece of CHEESE and ask to talk about memories:

- *what memories do it arise? Do you like to eat it? In which recipes do you use Parmisan cheese?*
- *Talk on characteristics of cheese: what is it made of? is it healthy? Do you know what it contains? ...*
- *do you know that there are different types of cheese? Which ones? What are the differences? (ingredients, colour, taste) Which one do you prefer?*
- Let them smell the cheese individually.
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*
  - *Parmisan cheese is the one closely linked to the local area of the Italian piloting, it's the type of chees usually put on pasta and it is well-known worldwide. Depending on the local area a different type of cheese can be chosen.*
  - *Cheese has usually a very strong taste and some people may not appreciate, ask about it before starting the activity and eventually change it with another product with a salty taste.*

#### **ACTIVITY 4. PICTURES FROM MAGAZINES (25 min)**

- Ask elders to find and cut some pictures on magazines to prepare a poster showing what they told on cheese:
  - *distribute scissors (for babies), a chopping board and magazines, and ask elders to look for images of chocolate*
  - *prepare a large sheet of cardboard, glue and marker pens in different colours*
  - *when elders have finished to cut the images, collect them individually asking the reason why they chose them*
  - *complete the cut and glue the images to the cardboard, leaving some space for adding relevant words or sentences: i.e. cheese contains Calcium and Vitamins A and B, it's good for..., it's made of milk, etc...*
  - *show the final cardboard to the group and ask for comments*
  - *This is a group activity, elders are seated in circle, in comfortable seats and are provided with the tools needed. Food and cookery magazines are the most suitable*

- *If some elders cannot cut or see images, they can be gathered in couples or small groups*
- *Educator/trainer/psychologist and the observer should supervise the group separately, they continuously talk with the elders individually asking if they are easily finding images, if they need another magazine or any help, etc..*
- *The observer will take note of the activity details and eventual difficulties*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 4 (WEEK 2): SMELL AND REMEMBER – TOMATO AND CHOCOLATE (80 min)**

### **ACTIVITY 1. SMELL AND REMEMBER – TOMATO (35 min):**

- Let them smell the tomato individually and ask about memories.
  - *what memories do it arise? How did you prepare the tomato sauce? What is the best month to transplant tomatoes? And to harvest them? Did you have a vegetable garden when you were young/adult? Did you like to work in it? Did you do it alone or with someone else? ...*
- Show different types of TOMATO and ask to talk their characteristics:
  - *Do you recognise which type of tomatoes are these? Do you know which one is the most fragrant? Which recipes are they used in?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *The question will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **BREAK (10 min)**

### **ACTIVITY 2. SMELL AND REMEMBER – CHOCOLATE (35 min):**

- Let them smell the chocolate individually and ask about memories.
  - *what memories do it arise? When did you eat it the first time? (as in the past, chocolate was a luxury good, elders probably will remember the first time they taste it)*
- Show different types of CHOCOLATE and ask to talk their characteristics:

- *Do you recognise which type of chocolate are these? Which one do you prefer? Do you know which one is the sweetest/bitterest? Are there other types? Which ones? Have you ever taste particular types of chocolate like dark chocolate with pepper or with salt. or....?*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *The question will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 5 (WEEK 3): SMELL AND REMEMBER – ORANGE AND CHEESE (85 min)**

### **ACTIVITY 1. SMELL AND REMEMBER – ORANGE (15 min):**

- Let them smell an orange individually:
  - *First round: let them smell an intact orange (with skin)*
  - *Second round: let them smell a peeled orange (without skin)*
  - *Ask if they perceive any difference in smell (fragrance, intensity..)*
  - *what memories do it arise? How many different colours of orange do exist? Where do the orange come from? What are other orange fruits? Apricot, ... Orange and vitamins.*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *The question will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **ACTIVITY 2. HIDDEN OBJECTS IN A BOX (25 min):**

- The Activity consists in a simple game: some different objects are hidden in a box (40x30x20). The upper part of the box is covered by a textile with a small hole in the middle. Participants insert one hand in the hole and touch all the

objects inside without seeing them. The aim is to recognise the orange among the other objects.

- *Prepare the box in a different room. Insert different type of objects: an orange, an apple, an apricot/loquat, a walnut (these fruits are all spherical but with different size, surfaces, weight..). Add also an object with different shape (cubic) and material (metal, wood).*
- *Explain the game to the group*
- *Start the game: ask elders one by one to insert a hand in the hole of the box, try to recognise the orange and pull it out*
- *This is an individual activity but elders are seated in the same room in circle, on comfortable seats*
- *While searching for the orange in the box, keep talking with the elder: touch each object, how is the surface? Uneven or even? Is it heavy? Is it cold or warm? Help them remembering the characteristics of oranges and to recognise the one hidden*
- *If they fail and pull out an object different form the orange let them try again*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **BREAK (10 min)**

#### **ACTIVITY 3. SMELL AND REMEMBER – CHEESE (10 min):**

- Let them smell an slice of Parmisan cheese individually:
  - *what memories do it arise?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

#### **ACTIVITY 4. THE MISTERY OBJECT IN THE BOX (25 min):**

- The Activity consists in a simple game: some different objects are hidden in a box (40x30x20). The upper part of the box is covered by a textile with a small hole in the middle. Participants have to insert one hand in the hole and touch all

the objects inside without seeing them. The aim is to recognise an object that can be used with cheese: a grater

- *Prepare the box in a different room. Insert different type of objects: a grater, a pen, a plastic bottle, a walnut/ball, a metal small box....*
- *Explain the game to the group*
- *Start the game: ask elders one by one to insert a hand in the hole of the box, touch all the object and try to recognise the one that can be use with cheese*
- *This is an individual activity but elders are seated in the same room in circle, on comfortable seats*
- *While searching for the grater in the box, keep talking with the elder: touch each object, how is the surface? Uneven or even? Is it cold or warm? What's its shape? Can you recognise the material? Help them to recognise the grater*
- *Remember not to speak loud the name of the object when they recognise it but to say it in the trainer's ear: as they are all in the same room if one elder say the name loudly all others will know and the game cannot go on*
- *If they fail and don't recognise the grater, let them try again or kindly go on with another elder saying that the "mystery" will be revealed soon...*
- *When the round is finished, reveal loudly the mystery object and show it to the group*
- *Ask elders to describe the use of the object*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 6 (WEEK 3): SMELL AND REMEMBER – TOMATO AND CHOCOLATE (95 min)**

### **ACTIVITY 1. SMELL AND REMEMBER – TOMATO (10 min):**

- Let them smell a tomato individually:
  - *what memories do it arise? do you remember the characteristics we talks about in a previous session?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing*

*the group and in individuating who needs much or less attention or any help*

**ACTIVITY 2. HIDDEN OBJECTS IN A BOX (25 min):**

- The Activity consists in a simple game: some different objects are hidden in a box (40x30x20). The upper part of the box is covered by a textile with a small hole in the middle. Participants insert one hand in the hole and touch all the objects inside without seeing them. The aim is to recognise the tomato among the other objects.
- *Prepare the box in a different room. Insert different type of objects: a tomato, an orange, an apple, a walnut (these fruits are all spherical but with different size, surfaces, weight..). Add also a banana and an object with different shape (cubic) and material (metal, wood).*
- *Explain the game to the group*
- *Start the game: ask elders one by one to insert a hand in the hole of the box, try to recognise the tomato and pull it out*
- *This is an individual activity but elders are seated in the same room in circle, on comfortable seats*
- *While searching for the tomato in the box, keep talking with the elder: touch each object, how is the surface? Uneven or even? Is it small or big? Is it heavy? Is it cold or warm? Help them remembering the characteristics of tomatoes and to recognise the one hidden*
- *If they fail and pull out an object different form the tomato let them try again*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

**ACTIVITY 3. DIFFERENT TYPES OF HIDDEN TOMATOES IN A BOX (15 min):**

- The Activity consists in a simple game: some different objects are hidden in a box (40x30x20). The upper part of the box is covered by a textile with a small hole in the middle. Participants have to insert one hand in the hole and touch all the objects inside without seeing them. The aim is to recognise the tomato among the other objects.
- *Prepare the box in a different room. Insert different type of objects: a tomato, an orange, an apple, a walnut (these fruits are all spherical but with different size, surfaces, weight..). Add also a banana and an object with different shape (cubic) and material (metal, wood).*

- *Explain the game to the group*
- *Start the game: ask elders one by one to insert a hand in the hole of the box, try to recognise the different types tomato and pull them out*
- *This is an individual activity but elders are seated in the same room in circle, on comfortable seats*
- *While searching for the tomato in the box, keep talking with the elder: touch each object, how is the surface? Uneven or even? Is it small or big? Is it heavy? Is it cold or warm? Help them remembering the characteristics of tomatoes and to recognise the one hidden*
- *If they fail and pull out an object different form the tomato let them try again*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

#### **BREAK (10 min)**

#### **ACTIVITY 4. SMELL AND REMEMBER – CHOCOLATE (10 min):**

- *Let them smell a piece of chocolate individually:*
  - *what memories do it arise? do you remember the characteristics we talks about in a previous session?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
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#### **ACTIVITY 5. CURIOSITY ON TOMATOES AND CHOCOLATE (15 min)**

- *Close the “Smell and remember” sessions on tomatoes by reading some curiosity on tomatoes:*
  - *Pablo Neruda’s poetry on tomatoes*
  - *The history of tomato*
  - *Black tomatoes (show pictures)*

- Close the “Smell and remember” sessions on chocolate by reading some curiosity on chocolate:
  - *How is it made (show pictures)*
  - *The history of chocolate*
  - *Some strange uses of chocolate*
  - *Examples form the Guinness Book of Records*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Read (or explain the) information speaking slowly and clearly*

#### **ACTIVITY 4. SIMPLE CROSSWORD GAME (10 min)**

- Crossword game on food:
  - *Choose different words related to tomato, orange, chocolate and cheese and these words themselves. Draw a draft of the crossword template on a paper and cross the words as much as possible. Invent some questions linked with these words.*
  - *Draw an empty crossword template on a big cardboard*
  - *Explain the game and show it to the group and ask them the question until the template is completed*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *The game must be easy and funny, do not make it too much difficult*
  - *Read information speaking slowly and clearly*
  - *Help them in finding the answers*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **SESSION 7 (WEEK 4): SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE AND CHEESE (70 min)**

#### **ACTIVITY 1. SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE (30 min):**

- Let them smell and taste an orange individually:
  - *First round: let them smell an intact orange (with skin)*
  - *Second round: let them smell a peeled orange (without skin)*
  - *Third round: distribute a slice of orange to taste*

- *Can you describe the smell? Can you describe the taste? what memories do it arise? do you remember the characteristics we talks about in a previous session?*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
- *Some seniors may not be able to use the hand to manipulate foods but they participate in the activities tasting foods and talking*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **BREAK (10 min)**

#### **ACTIVITY 2. SMELL, MANIPULATE, TASTE AND REMEMBER – CHEESE (30 min):**

- Let them smell and taste a piece of Parmisan cheese individually:
  - *First round: let them smell a piece of Parmisan cheese*
  - *Second round: distribute a small piece of Parmisan cheese to taste*
  - *Can you describe the smell? Can you describe the taste? What memories do it arise? do you remember the characteristics we talks about in a previous session?*
  - *Talk about local traditions: the Story "Parmesan marriage at Torrechiara Castle"*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *Some seniors may not be able to use the hand to manipulate foods but they participate in the activities tasting foods and talking*
  - *The Story "Parmesan marriage at Torrechiara Castle" is linked an Italian local tradition. Try to find any similar story consistent with the local context or narrate this story as a curiosity form a foreign tradition*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 8 (WEEK 4): SMELL, MANIPULATE, TASTE AND REMEMBER – TOMATO, ORANGE AND CHEESE (85 min)**

### **ACTIVITY 1. SMELL, MANIPULATE, TASTE AND REMEMBER – TOMATO (25 min):**

- Let them smell and taste a tomato individually:
  - *First round: let them smell a tomato*
  - *Second round: cut tomatoes in slices and put them on bread. Help elders to taste it*
  - *Can you describe the smell? Can you describe the taste? what memories do it arise? Do you like it?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *Some seniors may not be able to use the hand to manipulate foods but they participate in the activities tasting foods and talking*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

### **ACTIVITY 2. SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE (25 min):**

- Let them smell and taste an orange individually:
  - *First round: let them smell a peeled orange*
  - *Second round: squeeze oranges into fresh juice. Help elders taste it*
  - *Can you describe the smell? Can you describe the taste? what memories do it arise? Do you like it?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *Some seniors may not be able to use the hand to manipulate foods but they participate in the activities tasting foods and talking*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **BREAK (10 min)**

### **ACTIVITY 3. SMELL, MANIPULATE, TASTE AND REMEMBER – CHEESE (25 min):**

- Let them smell and taste a small slice of Parmisan cheese individually:
  - *First round: let them smell a slice of Parmisan cheese*
  - *Second round: ask for some volunteers to grate the cheese and distribute it to be tasted*
  - *Can you describe the smell? Can you describe the taste? what memories do it arise? Do you like it?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *Using a grater could be dangerous, let elders use it only with caution and under the trainer close supervision*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

## **SESSION 9 (WEEK 5): SMELL, MANIPULATE, TASTE AND REMEMBER – CHOCOLATE (100 min)**

### **ACTIVITY 1. SMELL, MANIPULATE, TASTE AND REMEMBER – CHOCOLATE (35 min):**

- Let them smell and taste a piece of chocolate individually:
  - *First round: let them smell a piece of milk chocolate*
  - *Second round: distribute a small piece of milk chocolate to taste*
  - *Can you describe the smell? Can you describe the taste? What memories do it arise? do you remember the characteristics we talks about in a previous session?*
  - *Third round: let them smell a piece of dark chocolate*
  - *Fourth round: distribute a small piece of dark chocolate to taste*
  - *Can you describe the smell? Can you describe the taste? What memories do it arise? do you remember the characteristics we talks about in a previous session?*

- *Fifth round: let them smell a piece of white chocolate*
- *Sixth round: distribute a small piece of white chocolate to taste*
- *Can you describe the smell? Can you describe the taste? What memories do it arise? do you remember the characteristics we talks about in a previous session?*
- *Can you distinguish the tastes of the different types of chocolate? Which one do you like the most?*
- *Count the preferences and declare the winner!*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
- *Elders usually like a lot to eat chocolate. Make very small pieces to be tasted. Previously check any diet problems or sugar related diseases and agree with the Elderly home responsible for its use.*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **BREAK (10 min)**

### **ACTIVITY 2. PREPARE CHOCOLATE COOKIES (55 min)**

- **Help elders preparing chocolate cookies to bring home:**
  - *Explain the daily activity*
  - *Distribute the individual chopping board*
  - *Prepare the ingredients (all purpose flour, cocoa powder, salt, butter, sugar) and mix them: in a bowl sift together flour, sugar and cocoa powder; in another bowl add butter and beat it until fluffy; add sugar and beat until it's very light in colour and fluffy; add the flour mixture and mix all together in low speed.*
  - *While mixing the ingredients, explain what you are doing and ask them to talk on other possible recipes for chocolate cookies. Ask: Did you ever prepare any chocolate cookies? How did you do? Did you like doing it?*
  - *Distribute the small part of the mixture to each elder who is willing to manipulate it: ask to make "small snakes" with the mixture and then bend them into small circles. These circles will becomes cookies.*
  - *Distribute the cookies on a baking sheet previously covered with a parchment paper, insert it in the oven for 20 to 25 minutes. Then let them cool.*

- *Provide each elder with a small transparent plastic bag and a coloured strip: help him/her to wrap 3 – 4 chocolate cookies in the plastic bag and close it with the strip*
- *Each elder can bring home the cookies packet to his/her families*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *The structure should have a kitchen oven that can be used. Check its availability and use before planning/starting the activity.*
- *Elders usually like a lot to eat chocolate. Previously check any diet problems or sugar related diseases and agree with the Elderly home responsible for its use*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 10 (WEEK 5): SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE (85 min)**

### **ACTIVITY 1. SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE (20 min):**

- **Let them smell and taste an orange individually:**
  - *First round: let them smell a peeled orange*
  - *Second round: squeeze oranges into fresh juice. Help elders taste it*
  - *Can you describe the smell? Can you describe the taste? what memories do it arise? Do you like it?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

### **BREAK (10 min)**

### **ACTIVITY 2. PREPARE ORANGE MARMALADE (55min)**

- **Prepare an orange marmalade with elders:**
  - *Explain the daily activity*

- *Distribute the individual chopping board*
- *Ask elders to help preparing the ingredients: to peel and chop oranges into small pieces (discarding the white parts and seeds), to peel some lemon skin with the potato peeler and then squeeze the lemon into juice*
- *While preparing the ingredients, ask elders to talk on other possible recipes for marmalade. Ask: Did you ever cooked marmalade? How did you do? Did you like doing it? Which other fruits can you use?*
- *Put orange and the lemon juice and skin parts along with water and sugar in a thick-bottomed pan. Bring to a rolling boil, stirring regularly, Simmer it until it has thickened*
- *When ready, put the marmalade in glass jars and let them cool*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *The structure should have kitchen burners that can be used. Check their availability before planning/starting the activity.*
- *Marmalade will not be eaten during this session, but later on.*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

## **SESSION 11 (WEEK 6): SMELL, MANIPULATE, TASTE AND REMEMBER – CHOCOLATE (60 min)**

### **ACTIVITY 1. PREPARE A CHOCOLATE FONDUE (60 min):**

- Prepare a chocolate fondue:
  - *Explain the daily activity*
  - *Distribute the individual chopping board*
  - *Ask elders to help preparing the ingredients: peel and chop the fruit (orange, strawberries, banana..)*
  - *Melt chocolate with milk in a pan.*
  - *Let elders put a piece of fruit (with a fork or a stick) into the melted chocolate and taste it*
  - *While preparing the ingredients/eating the fondue, ask elders to talk on chocolate fondue. Ask: Did you ever taste it? When? With whom? Do you like it? With which fruit do you prefer it?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*

- *The structure should have kitchen burners that can be used. Check their availability before planning/starting the activity.*
- *Elders usually like a lot to eat chocolate. Previously check any diet problems or sugar related diseases and agree with the Elderly home responsible for its use.*
- *Fondue is usually prepared with dark chocolate but some elders may prefer the milk one. Ask them before beginning the activity.*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 12 (WEEK 6): SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE (70 min)**

### **ACTIVITY 1. SMELL ORANGE MARMALADES (30 min):**

- Let them smell two different types of orange marmalade:
  - *First round: let them smell an orange marmalade bought in a supermarket*
  - *Second round: let them smell the orange marmalade they prepared together during session no. 10*
  - *Can you perceive the differences in smell? Can you describe it? Which one do you prefer?*

### **BREAK (10 min)**

### **ACTIVITY 2. TASTE ORANGE MARMALADES (30 min):**

- Let them taste two different types of orange marmalade:
  - Cut some bread and put the 2 different types on marmalade for testing. Distribute them among elders.
  - *First round: let them taste an orange marmalade bought in a supermarket*
  - *Second round: let them taste the orange marmalade they prepared together during session no. 10*
  - *Can you perceive the differences in taste? Can you describe it? Which one do you prefer? Why?*
  - *Talk about the difference (smell, taste, ingredients)*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Usually elders prefer the smell of the marmalade they prepared and the taste of the supermarket one as it is sweeter.*

- *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

### **SESSION 13 (WEEK 7): SMELL, MANIPULATE, TASTE AND REMEMBER – ORANGE AND CHEESE (70 min)**

**ACTIVITY 1.** TASTE PARMISAN CHEESE WITH ORANGE MARMALADES (30 min):

- Let them taste Parmisan cheese with orange marmalade:
  - *Cut some small slices of cheese and put some marmalade on them*
  - *Distribute them to elders*
  - *Ask to smell a slice and then: What smell do you perceive? Can you describe it?*
  - *Ask to taste a slice and then: What taste do you perceive? Can you describe it? Have you ever tried it? Do you like this combination?*

### **BREAK (10 min)**

**ACTIVITY 2.** TASTE PECORINO CHEESE WITH ORANGE MARMALADES (30 min):

- Change Parmisan with Pecorino cheese and let them taste it with orange marmalade:
  - *Cut some small slices of cheese and put some marmalade on them*
  - *Distribute them to elders*
  - *Ask to smell it and then: What smell do you perceive? Can you describe it?*
  - *Ask to taste it and then: What taste do you perceive? Can you describe it? Have you ever tried it? Do you like this combination?*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Questions will be asked to the group, then elders who didn't answer spontaneously will be kindly asked to talk*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 14 (WEEK 7): SMELL, MANIPULATE, TASTE AND REMEMBER – CHOCOLATE AND CHEESE (70 min)**

### **ACTIVITY 1. SMELL RICOTTA CHEESE (15 min)**

- Smell ricotta cheese and chocolate:
  - *help elders to smell this different type of cheese.*

### **BREAK (10 min)**

### **ACTIVITY 2. PREPARE SWEETS (45 min)**

- Prepare sweets (ricotta cheese and chocolate) with elders:
  - *Explain the daily activity and the recipe*
  - *Distribute the chopping boards*
  - *Prepare ricotta cheese, sugar, chocolate powder and coconut flour*
  - *Ask elders to help preparing the ingredients: mix sugar, coconut flour with ricotta cheese.*
  - *Ask elders to manipulate this mixture and make small balls out of*
  - *Ask elders to roll the balls in a plate with coconut powder*
  - *While completing the recipe, ask elders if they have ever tried this recipe and to talk on other possible recipes with ricotta cheese.*
  - *Distribute the prepared sweets to elders and let them eat them*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*
  - *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 15 (WEEK 8): SMELL, MANIPULATE, TASTE AND REMEMBER – TOMATOES (70 min)**

### **ACTIVITY 1. TRANSPLANT TOMATOES (70 min)**

- *Prepare some small tomatoes plants to be transplanted*

- *Explain the daily activity*
- *Help each elder to smell one small tomato plant. Ask: do you perceive any smell? Does it remind you a tomato?*
- *Help elders who can move, to go outside and to sit near the area where to transplant (or the flowerpot)*
- *Distribute the small tomato plants and help each elder with the activity*
- *While doing the activity keep asking if they have ever done transplanting activities. When? Where? Whom with? What plants? Did they like it?*
- *When finished ask them to give water to the small plants*
- *This is a group activity, elders are seated in circle, on comfortable seats for the smelling part of the activity. Only some of them will be able to walk outside to do the transplanting.*
- *Usually elders like this activity as it is carried out outside and it is connected with nature, the ones who come from rural areas like it the most.*
- *The structure should have space for transplanting: some deep and large flowerpots are enough, there's no need for huge green areas. Check their availability before planning/starting the activity.*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention. He/she will also help the elders to move outside to transplant being patient, helpful and positive, and not hurrying up their movements.*
- *With the approval of the Elderly Home responsible, the observer will make some pictures and short videos of the activities*

## **SESSION 16 (WEEK 8): SMELL AND REMEMBER – ORANGE, CHEESE, TOMATO AND CHOCOLATE (70 min)**

### **ACTIVITY 1. SMELL AND REMEMBER (60 min)**

- *Smell and remember*
  - *Distribute pieces of the 4 products among elders*
  - *Help elders to smell them:*
    - *First round: orange. Let them smell it and then ask: do you remember the activities we made with oranges?*
    - *Second round: Parmisan cheese. Let them smell it and then ask: do you remember the activities we made with cheese?*

### **BREAK (10 min)**

- *Smell and remember*

- *Third round: tomato. Let them smell it and then ask: do you remember the activities we made with tomatoes?*
- *Fourth round: chocolate. Let them smell it and then ask: do you remember the activities we made with chocolate?*
- *Show and comment the posters done during sessions no. 3 and no.4*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *The observer will take note of the activity details and eventual difficulties, will help the educator/ trainer/ psychologist in managing the group and in individuating who needs much or less attention or any help*

## **SESSION 17 (WEEK 9): OCT (30 min)**

### **ACTIVITY 1. OLFACTORY TEST (30 min)**

- OCT: Odour intensity and identity capability questionnaire
- *Involve two or more persons to lead the testing: an educator/ trainer/ psychologist (to explain the exercise and help the elder in sniffing the bottle) and an observer to collect the results and takes notes*
- *Remember frequently to elders with cognitive problems that the work is to smell and NOT to drink the liquid within the bottle*
- *The educator/ trainer/ psychologist and the observer should be positive and calm, paying attention to any behaviour of the elder that would suggest tiredness, low level of attention or unwilling mood.*
- *Elders have been helped to fill in the MNA test before the beginning of the programme in order to avoid any stress and tiredness that could be originated from the overlapping of too many activities.*

## **SESSION 18 (WEEK 9): FINAL PARTY (70 min)**

### **ACTIVITY 1. REMEMBER THE ACTIVITIES (20 min)**

- Remember while watching short videos and pictures of the activities done together
- *Ask: What do you remember what have we done with oranges?...*
- *Ask: What do you remember what have we done with cheese?....*
- *Ask: What do you remember what have we done with tomatoes? ....*
- *Ask: What do you remember what have we done with chocolate? ...*
- *This is a group activity, elders are seated in circle, on comfortable seats.*
- *Elders' relatives have been invited to participate to the event.*

## **ACTIVITY 2. WATCH AND REMEMBER (20 min)**

- Watch short videos and pictures made during the activities done together:
  - Explain the activities to the families and ask elders to comment and explain themselves
  - *Prepare the projector and the laptop in a position where all elders and their family can comfortably see all pictures and video*
  - *Ask the Elderly Home responsible to provide a projector when planning and preparing the activities*

## **ACTIVITY 3. PREPARE BREAD AND TOMATO SAUCE (30 min)**

- *Cut tomatoes in slices and put them on bread. Help elders to taste them*
  - *This is a group activity, elders are seated in circle, on comfortable seats.*
  - *Elders' relatives have been invited to participate to the event and to eat together*

**N.B. The duration here purposed for the development of each activity/session is based on a group of elders composed by 10-15 participants.**

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