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Ageing Well

WP3/ A1- Activity 2

Module C: Basic Foundations of Wellbeing/Monitor and
Support the Elderly as They Engage in Wellbeing Practices
SEMwell

Lesson Plan 2: Monitoring and Promoting Well-Being





Overview of the module

This lesson focuses on equipping caregivers with practical tools and strategies to monitor and promote the well-being of elderly individuals. By utilizing evidence-based monitoring tools such as the Physical Activity Scale for the Elderly (PASE) and the Timed Up and Go (TUG) test, caregivers will learn how to assess physical health, track progress, and implement data-driven care practices. The lesson incorporates hands-on activities, group discussions, and reflection exercises to foster collaboration and enhance caregiving practices, ultimately improving the quality of care provided to elderly individuals.

Lesson Plan 2: Monitoring and Promoting Well-Being

Objective:

To equip caregivers with tools to monitor and promote the well-being of elderly individuals.

Duration: 60 minutes in total (including all activities)

Activities:

1. Infographic Tool Review (15 minutes)
2. Pair Activity: Practice Monitoring Tools (20 minutes)
3. Group Discussion: Challenges and Strategies (15 minutes)
4. Reflection Exercise (10 minutes)

Complete description of each activities: see Annex 7.2: Individual/ Small group activity sheets



Materials needed:

For Activity 1 (Infographic Tool Review):

- Laptop/tablet with internet access
- Projector to display the infographic or printouts for each participant
- Infographics ANNEX 2.1. and 2.2.
- Whiteboard or flip chart with markers
- Notebooks or papers and pens for the participants

For Activity 2 (Pair Activity: Practice Monitoring Tools):

- Printouts of TUG test instructions (ANNEX 2.1.)
- Chairs for each pair of participants
- Stopwatch (or mobile phones with stopwatch app)
- Whiteboard or flip chart with markers
- Notebooks or papers and pens for the participants

For Activity 3 (Group Discussion: Challenges and Strategies):

- Whiteboard or flip chart with markers
- Notebooks or papers and pens for the participants

For Activity 4 (Reflection Exercise):



- Notebooks or papers and pens for the participants

Learning outcomes:

By the end of this lesson, participants will be able to:

- Understand and apply well-being monitoring tools such as the TUG test.
- Develop practical skills in assessing elderly well-being through hands-on activities.
- Identify common challenges in using monitoring tools and collaborate on solutions.
- Reflect on the importance of data-driven caregiving practices in improving the quality of care for elderly individuals.
- Gain confidence in using monitoring tools to inform care decisions and promote elderly well-being.

List of sources and references related to the activity (APA style):

Shirley Ryan AbilityLab. (2022). Timed Up and Go (TUG) Test. Retrieved from https://www.sralab.org/sites/default/files/downloads/2022-03/Final%20Timed%20Up%20and%20Go%20%28TUG%29%20-%20%28900%20x%202000%20px%29_20220323.pdf

TenderTouch Rehab. (n.d.). 2-Minute Step Test for Elderly. Retrieved from https://www.tendertouch.com/wp-content/uploads/user_uploads/Training%20admin/1629903820_2-MINUTE-STEP-TEST.pdf

Montero Therapy. (2021). Four Square Step Test for Balance Testing. Retrieved from <https://www.monterotherapyservices.com/articles/finding-your-balance-part-4-four-square-step-test-fsst/>

Physio Network. (2021). Assessments and Exercise Prescription for Older Adults. Retrieved from <https://www.physio-network.com/blog/assessments-exercise-prescription-older-adults/>



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Activity 1: INFOGRAPHIC TOOL REVIEW



ACTIVITY 1

Title of the activity: INFOGRAPHIC TOOL REVIEW

Short description of the theoretical context of the activity (up to 150 words):

Monitoring tools like the PASE and TUG test are essential for assessing elderly well-being. Infographics present these tools in a concise and engaging format, making it easier for caregivers to understand and apply them. Reviewing these tools visually helps participants grasp their practical applications.

Aims and objectives of the activity:

- Introduce well-being monitoring tools in a visual format.
- Simplify complex monitoring concepts for easy understanding.
- Equip caregivers with knowledge to apply these tools effectively.
- Encourage active learning through visual aids.

Materials Needed:

- Laptop/tablet with internet access, projector - to project the infographic/table with several monitoring tools or have print-outs of the infographic for each participant (infographic in ANNEX 2.1. and 2.2.)
- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making

Duration of the activity: 15 min



Description of the process of the activity:

Step 1: Distribute print-outs of an infographic on well-being monitoring tools, such as the Physical Activity Scale for the Elderly (PASE) and the Timed Up and Go (TUG) test. Or project the infographics on the screen. ANNEX 2.1. and 2.2.

Step 2: Give participants 5 minutes to review the infographic individually.

Step 3: Ask participants to share which tools they are familiar with and which ones are new to them.

Step 4: Demonstrate the use of the TUG test using a volunteer from the group.

Step 5: Facilitate a discussion on how these tools can be implemented in their caregiving routine.

Variations of the activity, if any:

Step 1: Distribute the print-outs of an infographic below (Strategies for supporting and monitoring elderly) or project the infographic on the screen.

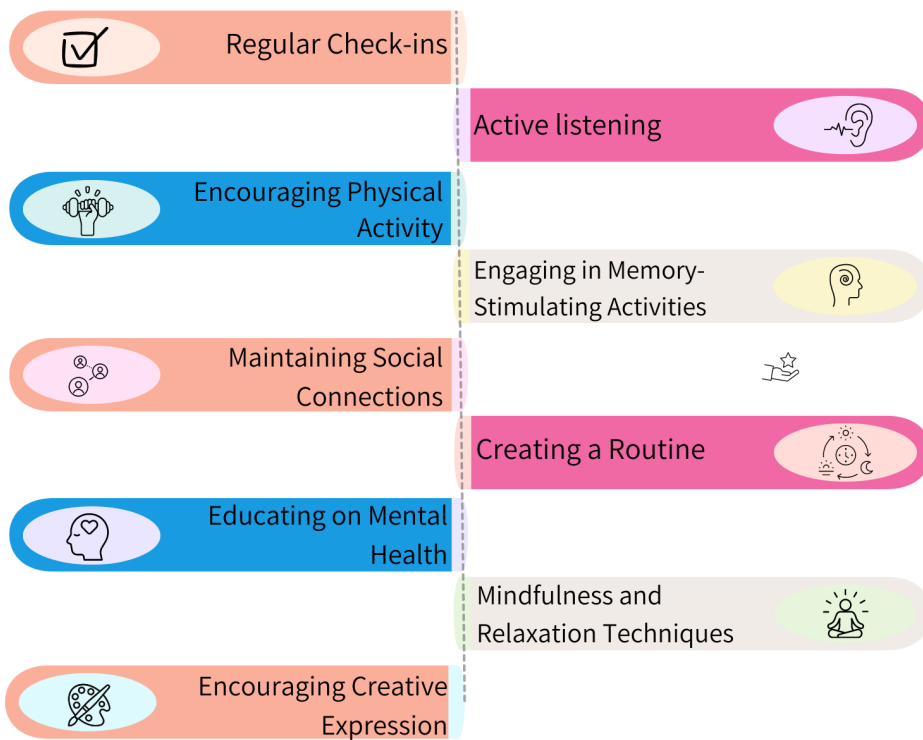
Step 2: Give participants 5 minutes to review the infographic individually.

Step 3: Ask participants to individually write down suggestions they think they can implement in their care for the elderly for each strategy - give them about 5 min.

Step 4: Facilitate a discussion on sharing tips for individual strategies.



STRATEGIES FOR SUPPORTING AND MONITORING ELDERLY



Tips and recommendations:

- Ensure the infographic is clear and easy to read, especially if projecting it on a screen. Consider printing copies for participants with visual impairments.
- If time allows, encourage participants to ask questions during the review to clarify any doubts about the tools.



List of sources and references related to the activity (APA style):

Shirley Ryan AbilityLab. (2022). Timed Up and Go (TUG) Test. Retrieved from https://www.sralab.org/sites/default/files/downloads/2022-03/Final%20Timed%20Up%20and%20Go%20%28TUG%29%20-%20%28900%20x%202000%20px%29_20220323.pdf

TenderTouch Rehab. (n.d.). 2-Minute Step Test for Elderly. Retrieved from https://www.tendertouch.com/wp-content/uploads/user_uploads/Training%20admin/1629903820_2-MINUTE-STEP-TEST.pdf

Montero Therapy. (2021). Four Square Step Test for Balance Testing. Retrieved from <https://www.monterotherapyservices.com/articles/finding-your-balance-part-4-four-square-step-test-fsst/>

Physio Network. (2021). Assessments and Exercise Prescription for Older Adults. Retrieved from <https://www.physio-network.com/blog/assessments-exercise-prescription-older-adults/>



ANNEX 2.1 : Timed Up and Go (TUG) Test by Shirley Ryan AbilityLab

TIMED UP AND GO (TUG) TEST

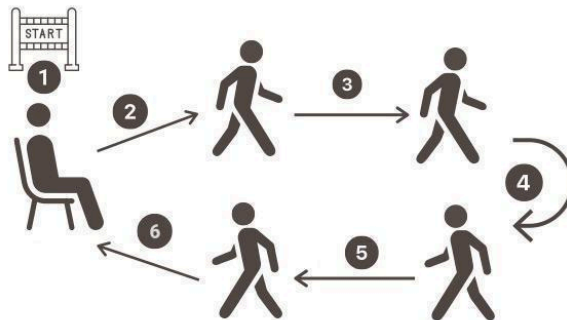
A WALKING TEST TO MEASURE
YOUR RISK OF FALLING

What's the purpose?

This test is used to assess the way you walk and balance.
Research shows that the results are related to risk of falling.

How will I be tested?

A healthcare provider will watch and time how long it takes you to stand up, walk 10 feet, and walk back. They may ask you to do a practice round first. You can use a brace, cane, walker, or any device you use to walk.



1. Start by sitting in the chair.
2. Stand up and walk forward. Timer starts now!
3. Walk forward 10 feet.
4. Turn around when you reach the 10 foot mark.
5. Walk 10 feet back to chair.
6. Sit down in the same chair. Timer stops now!

What does my walking time mean?

In general, research shows that faster walking times on this test are related to lower risk of falling. However, your healthcare provider is also watching the way that you walk and balance.

Less than 20 seconds:
Lower risk of falling



More than 20 seconds:
Higher risk of falling

**Have a conversation with your healthcare provider about
what the results mean for you as an individual.**

To see a full summary of this test and more, visit sralab.org/rehabilitation-measures
Questions? Contact us at rehabmeasures@sralab.org or 312-238-2802

Shirley Ryan
Abilitylab.
Center for Rehabilitation
Outcomes Research

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Activity 2: PRACTISE MONITORING TOOLS

PAIR ACTIVITY



ACTIVITY 2

Title of the activity: PAIR ACTIVITY: PRACTISE MONITORING TOOLS

Short description of the theoretical context of the activity (up to 150 words):

Practical exercises allow caregivers to apply monitoring tools in real-world caregiving scenarios. Practicing with tools like the TUG test helps participants gain confidence in using these methods to assess physical well-being and create data-driven care plans.

Aims and objectives of the activity:

- Develop practical skills in using well-being monitoring tools.
- Apply theoretical knowledge in a hands-on setting.
- Gain confidence in assessing elderly well-being.
- Use monitoring results to inform caregiving practices.

Materials Needed:

- Infographic with the instructions to perform the TUG test (ANNEX 2.1.) - print-outs for each participant or project the infographic on the screen for the whole group.
- Chair for each pair of participants
- Stopwatch for each pair of participants (Mobile phone apps can be used)
- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making



Duration of the activity: 20 min

Description of the process of the activity:

Step 1: Pair participants and provide them with copies of the instructions for the TUG test.

Step 2: One participant plays the role of the caregiver, while the other assumes the role of an elderly individual.

Step 3: The caregiver will conduct the TUG test on their partner, recording the results.

Step 4: After 5-8 minutes, ask participants to switch roles and repeat the exercise.

Step 5: After completing the activity, gather participants for a brief debrief on their experiences.

Variations of the activity, if any:

You can select another monitoring tool listed in the infographic table ANNEX 2.2. and practice implementing it.

Tips and recommendations:


- Ensure that each pair has enough space to comfortably perform the TUG test and similar exercises.
- Provide real-time feedback to participants as they conduct the test to ensure proper technique and understanding.

List of sources and references related to the activity (APA style):

Shirley Ryan AbilityLab. (2022). Timed Up and Go (TUG) Test. Retrieved from https://www.sralab.org/sites/default/files/downloads/2022-03/Final%20Timed%20Up%20and%20Go%20%28TUG%29%20-%20%28900%20x%202000%20px%29_20220323.pdf



ANNEX 2.2. EXAMPLES OF VARIOUS MONITORING TOOLS OF PHYSICAL WELLBEING OF ELDERLY

| Name of Test/Tool | Short description | Sample questions / Instructions / Images |
|--|---|---|
| Physical Activity Scale for the Elderly (PASE) | The PASE consists of self-reported occupational, household and leisure items over a one-week period and can be administered by telephone, mail or in-person. | <ul style="list-style-type: none">• Over the past 7 days, how often did you participate in sitting activities such as reading, watching TV, or doing handcrafts?• On average, how many hours per day did you spend walking?• Over the past 7 days, how often did you engage in light sport or recreational activities such as bowling, golf with a cart, shuffleboard, fishing from a boat or pier or other similar activities? |
| 4-Stair climb power test | The client ascends 4 steps as quickly as possible (using a handrail if needed). The 4-Stair Climb Power test is valuable for tracking both muscle power and quantifying progress on functional tasks such as stair negotiation. |  |
| 2-Minute step test | The 2-minute step test evaluates aerobic capacity by measuring the number of times the client lifts their right knee to a mark taped against a wall. | <p>Instructions:</p> <ul style="list-style-type: none">• Mark off a point on the wall that is midway between the patient's patella and iliac crest.• Record HR, BP, and RR* pre |



| | | |
|---|---|---|
| | | <p>and post test.</p> <ul style="list-style-type: none">• Have patient attempt to raise one knee to that point.• Score the number of times the knee reaches that point.• Repeat with other leg. |
| <p>Four square step test for balance testing</p> | <p>The four square step test examines stepping in multiple directions by having the client step over objects forward, sideways, and backward.</p> <p>Full instructions HERE. (Montero Therapy)</p> | |
| <p>Wrist activity monitors and fitness trackers</p> | <p>Wearable technology. Fosters social connections. (sharing achievements with friends and family). Devices can alert caregivers or medical professionals in real-time, ensuring that seniors receive prompt care when necessary.</p> | |



*explanation for the abbreviations for the 2-min step test:

HR: Heart Rate: This refers to the number of heartbeats per minute. It's a key indicator of cardiovascular health and how well the heart is functioning during and after physical activity.

BP: Blood Pressure: This measures the force of blood against the walls of the arteries. It is expressed in two numbers: systolic pressure (when the heart beats) over diastolic pressure (when the heart rests between beats). It's important for evaluating cardiovascular risk and how physical activity affects circulation.

RR: Respiratory Rate: This refers to the number of breaths taken per minute. Monitoring respiratory rate helps assess how well the lungs are functioning and whether the elderly person is experiencing any respiratory distress during or after the test.



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Activity 3: CHALLENGES AND STRATEGIES

GROUP DISCUSSION



ACTIVITY 3

Title of the activity: GROUP DISCUSSION: CHALLENGES AND STRATEGIES

Short description of the theoretical context of the activity (up to 150 words):

Group discussions are a valuable tool for collaborative problem-solving, especially when participants face similar challenges. By sharing experiences, caregivers can benefit from each other's insights and develop practical solutions together. For instance, when monitoring elderly well-being, caregivers might encounter difficulties such as lack of time to conduct thorough assessments or uncertainty about interpreting certain indicators (e.g., fluctuations in mood or physical health). Engaging in problem-solving discussions allows participants to explore strategies they may not have considered and adopt new practices from their peers.

Example of Problem-Solving:

Imagine one caregiver mentions that they struggle with consistently tracking an elderly person's emotional well-being because the person often seems withdrawn or uncommunicative. The group could brainstorm various approaches, such as:

- Incorporating more engaging, non-verbal activities like music or art to encourage expression.
- Scheduling regular check-ins at specific times when the elderly person feels more comfortable opening up.
- Using simple mood charts or picture-based tools to help the individual express their feelings without words.



Aims and objectives of the activity:

- Identify challenges in using well-being monitoring tools.
- Encourage collaborative problem-solving.
- Share successful strategies for overcoming challenges.
- Improve caregiving practices through peer learning.

Materials Needed:

- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making

Duration of the activity: 15 min

Description of the process of the activity:

Step 1: Gather participants in a circle for an open discussion.

Step 2: Ask each participant to share one challenge they faced while using the monitoring tools.

Step 3: Facilitate a group discussion to brainstorm potential solutions for overcoming these challenges.

Step 4: Write down key strategies on the whiteboard.

Step 5: Summarize the main takeaways and provide additional suggestions as needed.



Tips and recommendations:

- Encourage open communication by asking prompting questions if the discussion stalls. For example, "What do you think is the hardest part of using this tool?"
- Take notes on the whiteboard to capture key points, ensuring they can be referenced later during reflection.



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Activity 4: REFLECTION EXERCISE



ACTIVITY 4

Title of the activity: REFLECTION EXERCISE

Short description of the theoretical context of the activity (up to 150 words):

Reflection deepens learning by allowing caregivers to think critically about their experiences with monitoring tools. This exercise encourages them to connect monitoring with better health outcomes, reinforcing the importance of consistent, data-driven caregiving.

Aims and objectives of the activity:

- Reflect on the role of monitoring in improving care.
- Connect theoretical tools to real-world applications.
- Encourage critical thinking about the caregiver's role.
- Foster continuous improvement in caregiving practices.

Materials Needed:

- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making

Duration of the activity: 10 min

Description of the process of the activity:

Step 1: Distribute paper or digital devices for participants to reflect.



Step 2: Ask them to answer the question: "How can monitoring well-being help improve the quality of care for elderly individuals?"

Step 3: Allow 5 minutes for individual reflection.

Step 4: Invite 2-3 participants to share their reflections with the group.

Step 5: Conclude by linking the reflections to the importance of ongoing monitoring in caregiving.

Tips and recommendations:

- Provide a calm and quiet environment for reflection, allowing participants to focus fully on the activity.
- Encourage participants to share honestly, reassuring them that there are no right or wrong answers when reflecting on their caregiving experiences.