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Auli Guiland (ed.)

OLD MEMORY SHAKE - HANDBOOK ON MEMORY TRAINING



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OLD MEMORY SHAKE-
HANDBOOK ON
MEMORY TRAINING



Picture: OLMES International project team

This handbook was written as part of a European project called OLMES, the words refer to Old Memory Shake. The project was funded by the NordPlus Adult programme.

Project consortium:

OLMES project was coordinated by NGO65 and run in collaboration between the following partners:

- **NGO 65B, Estonia**
 - o Board member PhD candidate, MBA, MA Tiina Tambaum
 - o Coordinator MA (Psychology). Certificated memory trainer Riina Enke
 - o Certificated memory trainers Anu Jonuks, Reet Trei, Riina Enke
- **LT-Medardas Cobotas Third Age University (MCTAU):**
 - o Project manager Regina Dovidaviciut
 - o PhD candidate Loreta Andziulienė, Lithuanian University of Educational Sciences
- **Laurea University of Applied Sciences (Laurea), Finland:**
 - o Principal lecturer, Lic.Ph (FI) Auli Guiland
 - o B.S. in Social Work Minna Syrjälä-Lindfors
- **Sentab Estonia OÜ:**
 - o Project manager Mall Maasik Sentab Estonia OÜ

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Tiina Tambaum, a researcher at the University of Tallinn's Center for Demography and a professor of education in Gerontology at the Institute of Educational Sciences, had a key role in preparing the funding application and drawing together the project consortium. She gave her time and expertise for planning the project in all its details. This work deserves special recognition from all the partners.

We thank the stakeholders of the participating organization. The participation of multiple service providers and elderly customer has made it possible to run the pilots were essential for the development work. Various staff members that are not mentioned in the above list have given their support that which has been important in enabling the OLMES project to be accomplished in the best possible manner. Last but definitely not least Tarja Laakkonen, Laurea, had a special role in finalizing the handbook.

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APPENDIXES:

THIS HANDBOOK CONSISTS OF MEMORY TASKS
DEVELOPED IN VARIOUS LANGUAGES

- [LINK: Memory tasks in Estonian and Russian](#)
- [LINK: Memory tasks in Finnish and Swedish](#)
- [LINK: Memory tasks in Lithuanian](#)

Auli Guiland (Laurea UAS)

1. INTRODUCTION

1.1. Background

Today one of the largest issues is the reshaping of the population pyramids and the rapid proportional growth of the senior population especially in Japan and Finland. The proportion of the senior population is growing all over the world, even in developing countries. Also the amount of people over 80 years is estimated to double by year 2050 (United Nations, World Population Ageing 1950-2050).

The ageing phenomenon is also interesting because of its role as a change agent in the society. The nature and meaning of being senior is changing. Cohorts approaching the somewhat stigmatized old age today do not fit the perception of previous generations. Future seniors are described to be healthier, better educated and more active, have more money to spend and be more open to digital technologies than the previous generations. The so called “baby boomers” are expected to have an important impact on the global economy. They can also be trailblazers in reshaping stereotypes and attitudes related to seniors as learners and users of digital technologies. One important process when meeting seniors is age stereotyping. Ageing is a biological phenomenon but can also be seen as socially constructed in the relationships between people. Appropriate “ageing behaviour” is certainly socially constructed where we act as we suppose that the environment wants us to act. Different age-norms tell us how to behave, how to look and how to present ourselves. The ageing process can accelerate and can be a self-fulfilling prophecy. (Jaakola, Ekström & Guiland, 2015.)

The memory capacity of seniors can increase when they are presented with the positive stereotype ‘wise’ as opposed to the negative stereotype ‘senile’. Stereotypes might cause barriers for seniors. If for instance, one thinks she/he cannot learn to use new technology because of belonging to a stereotypical group of “technophobes”, the person might fall outside the digital world. Moreover, sometimes people

may self-stereotype in order to protect themselves. Stereotypes can be used for keeping a status quo for example when one is unsure about what the use of technology could mean in the daily life. (Jaakola & al., 2015).

Stereotypes can affect how we treat others especially if we do not have enough time for making our own judgments. The relationship between category-based impressions or stereotyping and information about an individual, can be seen as linear; the more information the less stereotyping and the other way around (Jaakola & al, 2015).

Health promotion and maintaining health are nowadays more seen as a part of individual's own sphere of responsibilities. The idea, that healthiness and voluptuousness are not necessarily opposite trends, could rise as a new value statement. In the changing society people need to learn to control their lives in changing life situations in a more conscious way.

Differences of behaviour connected to health within different population groups have shown connections between, for example, education level and employment situation, and other demographic factors. Obstacles of behaviour supporting health have been mapped from the viewpoint of different factors.

1.2. Handbook

The second objective was to develop the complete workbook which consists of group and individual tasks for older people memory training. Jointly collected set of tasks will be modified according to the four culture: Estonian, Russian, Lithuanian and Finnish. The Estonian memory training material was strictly based on local language and culture. Also Estonian specialists had continuous need of more material. Moreover, eventual partners did not have usable materials in local language or adapted to local culture .

The development work took place in three countries, Estonia, Finland and Lithuania. Each partner assured the development of memory tasks adapted to the local culture and language. The developed tasks were tested locally and then shared with partners. The work resulted in memory tasks in each three languages Estonian, Finnish, Lithuanian and also in Russian and Swedish. The new memory tasks are published for the in this book. The aim is to offer all everyone the possibility of getting acquainted with memory tasks and using them for helping elderly to develop their memory.

All the memory tasks are owned by the OLMES project and they cannot be published without the permission on any printed or digital media or used for selling such products.



Picture: workshop: discussing the memory training activity
(author Regina Dovidavičiūtė)



Mall Maasik (Sentab Estonia OÜ)

2. LITERATURE

2.1. Memory Loss and Gains in Older Age

As people age, several changes will occur, biologically and psychologically. It is not primarily about the behavioral or cognitive concomitants of those changes. Nevertheless, there is ample evidence to suggest that alterations in brain structure and function are intimately tied to alterations in cognitive function (McDowd & Shaw, 2000).

Cognitive processes are considered the processes needed for understanding the world and receivable information, including; perception, memory, language, attention, thinking, problem solving, inference, formation of associations, imagination, etc.

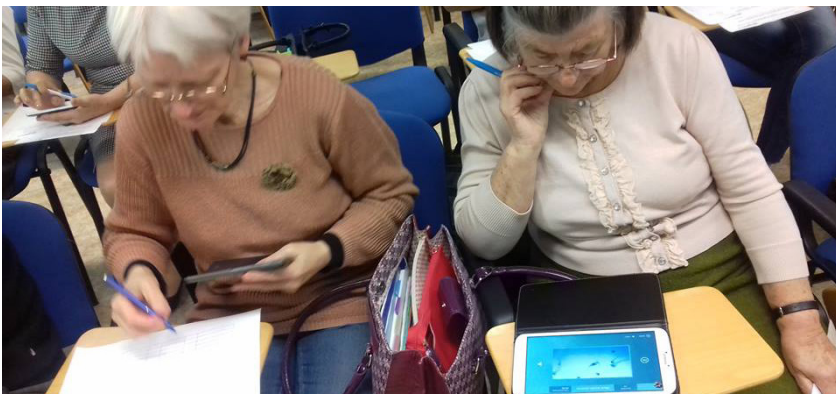
Age-related changes in cognition are not uniform across all cognitive domains or across all older individuals. The basic cognitive functions most affected by age are attention and memory. Neither of these are unitary functions, however, and evidence suggests that some aspects of attention and memory hold up well with age while others show significant declines. Perception (although considered by many to be a precognitive function) also shows significant age-related declines attributable mainly to declining sensory capacities. Deficits at these early processing stages could affect cognitive functions later in the processing stream. Higher-level cognitive functions such as language processing and decision making may also be affected by age. These tasks naturally rely on more basic cognitive functions and will generally show deficits to the extent that those fundamental processes are impaired (Ibid., 2000).

Attention is a basic but complex cognitive process that has multiple sub-processes specialized for different aspects of attentional processing. Some form of attention is involved in virtually all other cognitive domains, except when task performance has become habitual or automatic. Declines in attention can therefore have broad-reaching effects on one's ability to function adequately and efficiently in everyday life (Ibid., 2000)

Older adults show significant impairments on attentional tasks that require dividing or switching of attention among multiple inputs or tasks. The tasks on which older adults show impairments tend to be those that require flexible control of attention, a cognitive function associated with the frontal lobes. Importantly, these types of tasks appear to be amenable to training and show benefits of cardiovascular fitness (Glisky, 2007).

Short-term memory or working memory is a multidimensional cognitive construct that has been hypothesized as the fundamental source of age-related deficits in a variety of cognitive tasks, including long-term memory, language, problem solving, and decision making. In fact, the majority of theories of cognitive aging seem to implicate working memory.

Older adults exhibit significant deficits in tasks that involve active manipulation, reorganization, or integration of the contents of short-term memory. Many complex everyday tasks such as decision-making, problem-solving, and the planning of goal-directed behaviors require the integration and reorganization of information from a variety of sources. It seems likely that attention, speed of information processing, and the ability to inhibit irrelevant information are all important functions for effective performance of these higher-level cognitive tasks (Glisky, 2007).



Picture: SENTAB workshop moment
(author Regina Dovidavičiūtė)

2.2. Memory loss and forgetting

Memory loss is not an inevitable part of the aging process. The brain is capable of producing new brain cells at any age, so significant memory loss is not an inevitable result of aging. But just as it is with muscle strength, people have to use it or lose it. The lifestyle, health habits, and daily activities have a huge impact on the health of brain. Whatever the person's age, there are many ways he/she can improve his/her cognitive skills, to prevent memory loss (Cowan, 2001). Three causes of age-related memory loss are:

- The hippocampus, a region of the brain involved in the formation and retrieval of memories, often deteriorates with age;
- Hormones and proteins that protect and repair brain cells and stimulate neural growth also decline with age;
- Older people often experience decreased blood flow to the brain, which can impair memory and lead to changes in cognitive skills (Ibid, 2011).
- For most people, occasional lapses in memory are a normal part of the aging process, not a warning sign of serious mental deterioration or the onset of dementia (Ibid, 2011).

The following types of memory lapses are normal among older adults and generally are not considered as warning signs of dementia:

- Occasionally forgetting where you left things you use regularly, such as glasses or keys;
- Forgetting names of acquaintances or blocking one memory with a similar one, such as calling a grandson by your son's name;
- Occasionally forgetting an appointment or walking into a room and forgetting why you entered;
- Becoming easily distracted or having trouble remembering what you've just read, or the details of a conversation;
- Not quite being able to retrieve information you have "on the tip of your tongue." (Ibid., 2011).

The loss of memory is described as forgetfulness. Each day of a person's life consist of a series of episodes and each episode in turn, consist of a series of events. What happens to memory when a person tries to recall a full and detailed story?

First, the story a person recalls will be selective. People do not recall everything they are capable of remembering in most instances (Marsh, 2007). The reasons for this selectivity are multiple, but it is often the case that selective remembering occurs, not just overtly, but also covertly.

Second, because remembering is selective, a person will recall some aspects of a memory and not others. The positive effect of rehearsal on memory is perhaps one of the most well-established principles in the psychology of memory. What happens

to those memories that person does not recall, that remain mnemonically silent? The absence of rehearsal allows the unrecalled memories to decay. Not all mnemonic silences are mnemonically equal. After selectively recalling person will be more likely to forget (or at least, fail to remember) unmentioned events related to the recalled memories than unmentioned, unrelated events, a pattern of remembering and forgetting referred to as “retrieval-induced forgetting” (Anderson et al, 1994).

The usual psychological account of the retrieval-induced forgetting phenomenon involves inhibition (Storm & Levy, 2012).

When a person remembers selectively one thing, he/she ends up inhibiting the other memory. It is not that person aware of that the memory is inhibited, but successful remembering involves inhibiting competing responses. As a result of the selective inhibition, there is selective forgetting (Kattago, 2015).

2.3. Memory training in later life

With constant training it is possible to improve memory up to a certain extent. There are two aspects of memory training: specifics of processing and specifics of a task. Memory improvement that is achieved by using a scientific strategy, only concerns a part of one certain type of memory, not memory as a whole. It is possible to improve a person’s memory by refining different memory components.

1. Encoding: An effective method to help memorize a read material is to ask questions about it. It reflects the level of concentration and understanding the information. Reading or listening to the text again with more attention helps, if the person cannot answer the questions straight away. Repeating is the best way to memorize something.
2. Retrieving: Retrieving is dependent on hints and incentives that stimulate recalling. These hints can be conscious (explicit) or unconscious (implicit).
3. Storing: Forgetting characterizes the difference between stored information and retrieved information. Most of the psychologists believe that forgetting in sensory memory is in correlation to fading of sensory information as old information in short-term memory is superseded by new information. Forgetting in long-term memory, if it is not caused by difficulties of accessing the stored information, is caused by interference, i.e. decline of retrieving due to acquiring new information (Tulving, 2002, p 102).

Link to Study on Short Term Memory in Later Life in Sentab blog: <https://www.sentab.com/blog/health/short-term-memory>

Link to report about Memory Loss and Gains of Older Adults: https://s3-eu-west-1.amazonaws.com/www-documents/Memory+in+older+age_v2.pdf



Picture: introduction to SENTAB apps
(author Loreta Andziulienė)

3. MEMORY TRAINING

This chapter begins with the voice of Tiina Tanbaum who tells about the memory trainers' training in Estonia. In OLMES project Memory trainers' training was organized both in Finland and Lithuania by the Estonian Memory trainers who had received the memory trainers' training and related certificate earlier from from the Polish trainers. The memory trainers' training is based on a Polish concept developed in collaboration with other experts from various countries.

In the second part Loreta Andziulien describes the development work done in Lithuania. A Lithuanian third age university participated in the OLMES project.

In the third subchapter Auli Guiland writes about the memory trainers' training at Laurea University of Applied Sciences in Finland. Sixteen person finished the intensive course succesfully and obtained the memory trainers' certificate.

In the fourt subchapter Minna Syrjälä-Lindfors describes her motivation to participate in the memory trainers' training and how she got involved in developing memory tasks. Minna says that she has grown up in close contact with ther grandparents and she therefore is able to inteprete easily the expectations, needs and wishes of elderly people. Minna completed an important work in developing memory tasks for people with different level of memory deficiencies. Minna also realised that the Finnish-Swedish population needs these excersises as well as the Finnish speaking population in Finland. Therefore Minna developed several sets of memory tasks to answer the different needs of the target group.

3.1. Old Neurons' Fitness (Tiina Tanbaum)

If a young person has lost his keys, everyone would say „You have to be more attentive”. If an older person does not remember where he put his glasses, everyone nods sympathetically - ”the memory will start already to falter.“ In fact this is nothing to do with the memory. Both the younger and the older person have developed the same cause of the situation: weak attention and focus on what is going on right now. Our eagerness to justify things with ”age-specifics” is our only ”peculiarity.” Everything else is a matter of practice.

In Estonia, more than 30 people have trained for the memory trainers of older people, and half of the coach's have groups with whom they regularly work. This gives the seniors possibilities to go to the local social center, library or training center for training on memory. And we also have some nursing homes that offer this kind of service to their residents.

Keeping the brain in shape is similar to muscle training.

Keeping the brain in shape is like muscle training - the most important thing is regularity. Of course, memory exercises can be done in your own home. We know for sure that social communication is key to learning, and this does not have a big effect on your own.

At an older age, the ability to cope with external stressful situations is diminishing. It's also becoming more and more difficult to share your attention between several things during normal aging (live multitasking!). Therefore, focus of thought exercises are in a central position to memory training of older people. However, the main difference between teaching older people and younger people is the motivation - if the exercise seems to be too difficult, the quick judgment ”I don't have the time” is very common. Memory trainers for seniors have been specially trained to prevent such behavior.

The illogical connections need to be logical to think about.

The memory techniques, which are also grounded in the training sessions, are the same for all the brains, regardless of their age. Universal memory techniques help the brain to associate these infographic forms with no logical connection. For example, in order to get the certification of memory trainers, we had to memorise a number (pi) up to a hundred digits and to recite all the past Estonian Olympic winners and also remember marbles in their correct order for the exam.

NGO 65B (<https://65b.weebly.com/olmes.html>) is the organisation for the Estonian memory trainers for Seniors. This year, the NGO 65B is running the project OLMES (link is external) (old memory shake) which is funded by Nordplus Adult. This is the Nordic Council of Ministers programme for supporting education and cooperation in

adult learning in the Nordic and Baltic countries. Today it can be said that Estonians are the importer of memory training for seniors to Finland and Lithuania. In addition to the training, the participants of the project put together a set of exercises in four languages, including Russian, and experiments on combining computer-based exercises and Sentab's environmental exercises into the work of memory groups.

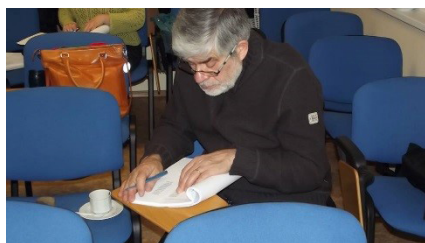
3.2. Good ideas spread fast and Lithuanian seniors value them

Lithuanian NGO "Medardas Čobotas Third Age University" (MCTAU), project manager Regina Dovidavičiūtė, took part in the international project "Old Memory Shake (OLMES)". It has already been proved that paying attention to the wellbeing of senior people in Lithuania was long awaited and actual topic. The intensive 5-day "Old Memory Shake (OLMES) workshop, hosted by Lithuanian and run by Estonian partners in 2016, introduced participants not only to a theoretical background of brain science, memory working, etc. but also to practical activities that help sustain better memory and concentration. Moreover, in 2017 Lithuanian seniors tested SENTAB memory training apps, which received very positive feedback from the participants. The participants of both workshops were highly encouraged to keep trying out the activities after the course, so the ideas spread quickly and the demand for memory and concentration training sessions became evident. The fact, that OLMES participants were asked to contribute to the project and create some memory and concentration training activities themselves, involved some participants in the creation process of so necessary materials for seniors of Lithuania, i.e. in the Lithuanian language, having in mind the specifics of education and life experience of senior people in Lithuania.



Picture: Social workers trying out memory training activities with seniors ("Mental Wellbeing - Happy Ageing" training programme 2017, Širvintos, Lithuania) (author Loreta Andziulienė)

Inspired by OLMES workshop ideas and seeing the value organizing such sessions for senior people, one of the participants of the OLMES course SENTAB testing evaluator L. Andziuliene (Lithuanian University of Education Sciences) has developed the programme “Mental Wellbeing – Happy Ageing” which aims at acquainting people, working with seniors, with memory and concentration training techniques and ways of applying the latter while organizing activities and events with seniors with different educational background, in urban and rural areas, etc. The programme is mainly based on the OLMES workshop materials and relates to the present practice of Estonian practitioners and receives support from both state and private foundations in Lithuania. A 64-hour “Mental Wellbeing – Happy Ageing” course, piloted in 2017 by VŠĮ „Užsienio kalbų mokymo centras“ and financed by Qualifications and Vocational Education and Training Development Centre, followed the OLMES framework, combined theory and practice. Social workers from elderly homes, librarians from regional libraries and members of Third Year University in Širvintos tried out the activities during the course themselves and practiced using these activities with other seniors in their local environments as well.



Picture: OLMES workshop:
concentration task
(author Regina Dovidavičiūtė)

The positive evaluation of the course brings to the light the value and necessity of programmes for seniors as these do ensure wellbeing of seniors not only by sustaining memory and concentration but offering seniors another opportunity of socializing and being active members of the society as well.



Picture: Project partner meeting
(author Jadvyga Miniotaitė)

3.3. Memory Training in Finland (Auli Guillard)

Older people are able to learn if they are empowered by their facilitators and community members and if they believe in their ability. The continuous work with his/her memory is a very powerful tool for increasing older people's selfconfidence and therefore their inner motivation for informal and non-formal learning.

There were no certificated older people memory trainers in Lithuania and Finland. At the same time more than 30 Estonians had received the certificate by CSMTBJ.

The methodology used for training memory trainers as a part of the OLMES project has been developed by the Czech Society for Memory Training and Brain Jogging (CSMTBJ). They have more than 30 years of experience on this field and CSMTBJ has been closely cooperating with German, Belgian, Austrian and American experts in forming the training methodology. The CSMTBJ certified memory training is an effective tool against mental deterioration in an aging society (Lukavsky J & Steinova D, 2010).

The coordinating institution –NGO 65B – has been established to spread the understanding about older people as developing people in the society, and to offer ideas and know-how in order to promote the development of older population. NGO 65B has experience of older people memory training and trainers networking. Certified trainers in Estonia hold meetings 3 times a year to share teaching materials, experiences, tips and knacks.

The aim of the memory trainers' training organised by the OLMES project aimed at expansion of skills of older people memory training into Finland and Lithuania and to enlarge the base of knowledge share between memory trainers in Nordic/Baltic area. In 2014 some Latvians received the training and were certified as an older people memory trainer in Tallinn. Meanwhile there were no such specialists neither in Finland nor in Lithuania. As far all parties of the project are located close in a geographic sense it was considered to be easy for newcomers to join the memory trainers' network and promote the activities in the neighbouring countries. Members of the NGO 65B had received the training and developed memory training groups in Estonia during several years. The Estonian trainers were ready to share their knowledge and enable development of memory training in the Nordic region.

Three trainers certificated by CSMTBJ in 2014 and having an educational background in Educational Sciences, conducted a year later the training for an Estonian group. This is how the memory training activities started in Estonia.

A Memory Trainers' training course took place in Finland at Laurea University of Applied Sciences in January 2017. The one-week intensive course was based on the methodology developed by Czech Society for Memory Training and Brain Jogging (CSMTBJ). It was organised by NGO 65B which is an Estonian Memory Trainers' organisation and Laurea-ammattikorkeakoulu. The daily work consisted of five full-day contact sessions and daily homework. Participants of the training were provided with a set of tasks (75 pages).



Over twenty person enrolled for the course. The participants of the course consisted of students, staff, as well as people working among elderly in caring or nursing units or day care centres.

A final exam was organised at the end of the course. This was based on the exercises presented during the training. Sixteen participants passed the exam and received the certificate and tools to work with.



Picture: Finnish Certificated Memory Trainers and their trainers, January 2017

These certificated memory trainers have the right to conduct memory training on their own or as part of their professional occupation. They can also join the older people memory trainers' professional network led by NGO 65B.

3.4. Refreshing Memory Through Playing. Experiences in Developing Tasks for Memory Training. (Minna Syrjälö-Lindfors)

Memory cards used for small children to figure out things and develop memory are probably familiar to many readers. Similar plays can be useful also for adults and especially older people as refreshment of memory. Integration of the sessions in social contexts, inclusion of gaming elements and adaption of the memory tasks to the language, culture, traditions of the target group can assure that memory training raises positive feelings. This article explains my work within the "OLMES" project in developing memory tasks for and with Finnish and Swedish speaking people in Finland. OLMES, Old Memory Shake was a joint cross border training and development project funded by the Nordplus Adult program in 2016-2017.

Where the idea came from

Developing memory training material for Finnish speaking people was the goal set by the project. Similar work was done simultaneously in the partner countries in Estonia and Lithuania. As a preliminary step for this, the Estonian Lead Partner organized a “Memory Trainers’ Training” in Lithuania and Finland. The Estonian trainers were « Certified Memory Trainers » who also have several years of experience in organising training for elderly.

In Finland, the intensive course took place at Laurea University of Applied Sciences in January 2017. Over twenty person participated in the class which consisted of full-day learning sessions and daily demanding homework. At the end of the course the Estonian trainers held a final exam. I am happy to be one of the participants who passed the exam successfully and received the certificate.

I got involved with the development project through the training. I immediately volunteered to work as a project assistant in developing new material to be used by trainers especially in Finland. The outputs were to be shared with the other partners who also gave their input in the future memory trainers’ toolset.

For this work, I had a good background through my previous work and studies. I had worked for eight years as a school assistant and was about to finish my studies for social work at Laurea University of Applied Sciences. Moreover, as a mother, I had experience of playing various games, and new was to find interesting ones.

In my childhood, I spent much time with my grandparents who were 80 years when I was born. I enjoyed the company of seniors and discussing with them, sharing experiences and listening to stories about their past. I wish to encourage old people to tell about their childhood, youth and adult life experiences, things to be remembered and stories to be transmitted forward as a part of the family history and local life.

Getting started

My task was to develop thirty different memory tasks for Finnish seniors.

I have noticed that many seniors who live in Southern-Finland were born elsewhere. Often their childhood or part of their youth had something to do with agriculture. People who have worked at a farm have a personal contact with nature and are capable reading its signals. This was something I wished to integrate in the memory tasks and transmit forward as a part of folklore. Younger people should also be offered possibilities to learn and understand their roots and this could be gained by sharing memories when playing memory games with their elderly relatives.

Playing with words serves as nourishment for brains. That is why I concentrated on developing many tasks based on words and their meanings.

Nearly all the memory tasks that I developed have various possible answers. The reason for this is to offer possibilities of answering right in many cases and gaining gratification for this. Gameful and positive feedback when playing is important as well as the pleasant atmosphere. There is no need to embarrass elderly for their memory deficiencies. Memory plays should lead people to think and talk with each other and have a good time together.

The year 2017 was significant for my country. In 2017 Finland celebrated the 100th anniversary of independence. This event I wanted to include in my development work. I did it by using critical issues, such as dates of names of influential persons, related to my country's history in the word puzzles I created. I chose the questions in a way that the answers could easily be found in yearly paper calendars which according to my experience, elderly are used to consulting.

Music can be a pleasant way of recalling memories. Singing together with others has actually long traditions in Finland and other Nordic countries. In old days many young people liked to dance and met together with friends at the dancing place. This gave me the idea of including some old dance music in the memory tasks I developed. I have noticed that even people with severe memory problems can suddenly recall the words for a song when they hear a melody. It is rewarding to see when their mind travels back to happy times of the past. This encouraged me also to try to evoke memories of odors through the tasks: especially the smell of Pulla, flowers and the Christmas tree can evoke happy memories among Finnish elderly thus also supporting the feeling of secureness and fading feelings of loneliness.

Swedish is the second official language in Finland. We have a shared history with Sweden and our own Finnish Swedish culture and language. A minority (some 7%) of the Finnish population is Swedish speaking. I considered this as the proper reason for developing memory tasks adapted to this community. However, the job turned out to be difficult because I found little material for it. Luckily, my husband and his family, including my mother-in-law, are originally Finnish-Swedish and they were willing to help me.

Swedish speaking seniors and all those who work with them were very pleased and grateful for the material which they considered useful for them. So far the material used in Finnish-Swedish seniors clubs has been ordered from Sweden and is therefore naturally based on the prevailing culture in Sweden. Therefore a clear need existed for memory tasks adapted to the Finnish-Swedish culture which has its own peculiarities.



Picture: SENTAB apps pilot
(author Regina Dovidavičiūtė)

4. SUMMARY

This handbook is a part of the OLMES project NPAD-2016/10236. The goal of the project was to improve older adults learning abilities and opportunities in Estonia, Lithuania and Finland by sharing the knowledge of older people memory training. The Estonian partner provided the professional training for people interested in becoming an older people memory trainers in Finland and Lithuania. The work was based on the methodology developed by Czech Society for Memory Training and Brain Jogging (CSMTBJ). This phase of project ended with certification of new Finnish and Lithuanian memory trainers.

The second objective was to develop the complete workbook which consists of group and individual tasks for older people memory training. Joint transnational development work was realised for developing memory tasks adapted to local language, culture and traditions in Finland, Estonia and Latvia.

The development work took place in three countries, Estonia, Finland and Lithuania. Each partner assured the development of memory tasks adapted to the local culture and language. The developed tasks were tested locally and then shared with partners. The work resulted in memory tasks in each three languages Estonian, Finnish, Lithuanian and also in Russian and Swedish. The new memory tasks are published for the in this book. The aim is to offer all everyone the possibility of getting acquainted with memory tasks and using them for helping elderly to develop their memory.

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Auli Guillard

OLD MEMORY SHAKE - HANDBOOK ON MEMORY TRAINING

This handbook was created as a part of the OLMES project. OLMES stands for Old Memory Shake. OLMES was a 18-month project running from 1/9/2016 to 31/12/2017 and funded by NordPlus Adult Programme, project number NPAD-2016/10236. It involved three partners from three European countries:

- NGO 65B, Estonia
 - Board member Tiina Tambaum
 - Coordinator Riina Enke
 - Trainers Anu Jonuks, Reet Trei, Riina Enke
- LT-Medardas Cobotas Third Age University (MCTAU), Lithuania (Regina Dovidaviciute)
- Laurea University of Applied Sciences (Laurea), Finland (Principal lecturer Auli Guillard, Project worker Minna Syrjälä-Lindfors)
- Moreover, project manager Mall Maasik from Sentab Estonia OÜ participated actively in the project and the Sentab online platform was used for testing and piloting purposes.

The goal of the project was to improve older adults learning abilities and opportunities in Estonia, Lithuania and Finland by sharing the knowledge of older people memory training. The second objective was to develop the complete workbook which consists of group and individual tasks for older people memory training.

This handbook is free for download. It can be used for training elderly people and printed for the trainer's own or other private use. All the memory tasks are presented in this handbook. They are all owned by the OLMES project and they cannot be published without the permission on any printed or digital media or used for selling such products. In all cases the source must be mentioned.