



BLOOMING MENTAL WELLBEING AND SOCIAL INCLUSION
THROUGH OUTDOOR PHYSICAL ACTIVITY

EDUCATOR GUIDELINES

*A STRUCTURED GUIDE TO SUPPORT THE EFFECTIVE
DELIVERY OF THE BLOOM PROGRAMME.*



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ABOUT THE BLOOM PROJECT

BLOOM: Blooming Mental Well-being and Social Inclusion through Outdoor Physical Activity

BLOOM is a European project that brings together organisations from Portugal and Slovenia through the Erasmus+ Programme for Adult Education. Over 18 months, and with the support of the European Commission, BLOOM is dedicated to helping older adults thrive —mentally, emotionally, physically and socially.

At its heart, BLOOM believes in the power of movement, nature, and connection. The programme uses outdoor physical activities not only to strengthen the body, but to stimulate the mind, lift the spirit, and bring people together. By combining gentle exercise with fun cognitive challenges and shared experiences, BLOOM offers a simple, inclusive, and joyful way to support mental well-being and social inclusion in later life.



It's about
staying active,
staying
connected —
and continuing
to bloom at
every age.

CORE PRINCIPLES



The BLOOM Programme is built on a few core ideas.

First, we believe that nature and movement have the power to improve people's mood, energy and motivation. Being outdoors, walking, observing, or simply breathing fresh air helps to reduce stress and lift the spirits.

Second, the programme is designed to be accessible. Activities are adaptable and can be adjusted to suit different physical or cognitive abilities. Everyone should feel that they can take part comfortably and with dignity.

Third, we believe in the importance of staying mentally active. Gentle cognitive challenges, especially when done through movement and play, can help keep attention sharp and memory active, all while having fun.

Lastly, social connection matters. Every session is an opportunity to make someone feel included, valued and part of a group. That human connection is just as important as the exercise or cognitive benefits.

THE ROLE OF THE EDUCATOR

As an educator, facilitator or activity leader, your role is not to lecture or instruct in a formal way.

Instead, you are there to create a safe and positive space where older adults can feel comfortable, stay active and enjoy themselves. Your presence, tone and attitude can set the rhythm for the whole group.

You will be the one who guides the group through the session, encourages participation and makes sure that everyone feels welcome. This might mean helping quieter participants feel included, adjusting an activity if someone has a physical limitation, or simply offering a kind word to someone who seems nervous.

Your job is to make each session feel both structured and relaxed, organised, but never rigid.

You are not expected to be a therapist or health expert; rather, you are a companion on a shared journey of movement, connection and well-being.



HOW THE PROGRAMME WORKS



The majority of sessions in the BLOOM Programme lasts about 90 minutes and follows a simple structure with three parts.

It begins with a short welcoming activity or ice-breaker. This first 15 minutes is about building trust and helping everyone feel at ease. It could be a short game, a conversation circle, or any warm-up that encourages group connection.

The heart of the session is a 60-minute outdoor activity that combines light physical movement with cognitive stimulation. This might involve walking while doing memory games, exploring nature with tasks that challenge attention, or group activities that involve planning and decision-making. The aim is to keep both body and mind engaged, in a natural and friendly environment.

The last 15 minutes are dedicated to winding down. This can be a calm group reflection, a moment of relaxation, or simply sitting together in nature to share feelings and thoughts. It allows participants to finish the session on a peaceful note, reinforcing a sense of well-being, connection and accomplishment.

WHAT MAKES BLOOM SPECIAL: THE EDUCATIONAL APPROACH

The BLOOM Programme is more than a set of outdoor activities. It is a carefully designed educational method for supporting older adults in staying mentally sharp, socially included and physically active.

What makes BLOOM innovative is its combination of movement and brain stimulation. Each session brings together outdoor physical activity with simple exercises that activate different areas of the brain. These are not difficult or technical — they are everyday mental skills that help people stay confident, safe and independent.

Below are the seven key cognitive areas BLOOM focuses on — and why each one matters:

- **Memory:** Memory decline is a common issue in aging, impacting the ability to remember recent events, names, and appointments, which is crucial for maintaining independence and quality of life.
- **Attention:** Attention affects the ability to focus on tasks and avoid distractions, which is important for everyday activities such as cooking, driving, and managing medications.
- **Processing Speed:** Slower processing speed can make it difficult to keep up with conversations, follow instructions, or respond quickly to emergencies, affecting overall safety and social interactions.
- **Executive Control:** Executive functions such as planning, decision-making, and problem-solving are essential for managing daily life, finances, and complex tasks, which are critical for maintaining autonomy.
- **Orientation:** Proper orientation in time and place is crucial for daily functioning, preventing disorientation and confusion that can lead to safety issues.
- **Reasoning:** Reasoning skills help in making informed decisions, understanding consequences, and solving problems, which are essential for independent living.
- **Praxis:** The ability to perform coordinated movements is important for physical tasks, daily self-care, and avoiding falls, which are a major concern for the elderly.

Each session in the BLOOM Programme touches on one or more of these skills, in simple, enjoyable ways that fit naturally into outdoor movement and group interaction.

OVERVIEW OF THE PROGRAMME SESSIONS



The programme is structured in a sequence of sessions, each with a specific focus. Below is an outline showing the themes covered:

- 1 | Creating a safe learning environment
- 2 | Attention + processing speed (+ Praxis)
- 3 | Memory + processing speed (+ Praxis)
- 4 | Orientation + reasoning (+ Praxis)
- 5 | Executive control + reasoning (+ Praxis)
- 6 | Attention + processing speed (+ Praxis)
- 7 | Memory + processing speed (+ Praxis)
- 8 | Orientation + reasoning (+ Praxis)
- 9 | Executive control + reasoning (+ Praxis)
- 10 | Attention + memory + processing speed (+ Praxis)
- 11 | Orientation + executive control + reasoning (+ Praxis)

Although BLOOM was originally designed as an 11-session programme, it can be repeated in cycles.

Educators and organisations are encouraged to adapt and loop the programme, re-using or reshuffling the session themes over time. This approach is especially helpful for maintaining long-term participation, reinforcing cognitive benefits, and allowing new members to join at any point. The repetition also helps older adults feel more confident and familiar with the activities, building routine and motivation over time.

In this [Google Drive folder](#) you can find some examples of materials for some BLOOM activities, that you can adapt or use as inspiration.

BLOOM PROGRAMME | SESSION 1

CONTEXT

A positive group experience begins with creating a space where participants feel safe, welcome, and connected. This first session is designed to break the ice and help everyone feel at ease, especially important in a group that may include people from different backgrounds or with varying confidence levels.

Facilitators should understand the basics of group dynamics and recognise that trust takes time. Using simple ice-breakers and team-building exercises can help participants relax and feel more open to others. These activities don't just break the ice, they help create a psychologically safe space where people feel respected and included.

By using group games, light movement, and social activities, educators help build trust, establish a sense of belonging, and encourage interaction. These early moments set the tone for the rest of the programme, laying the emotional and social foundation for future learning.

SESSION PLAN

	Activity	Duration (Min)
1.1	Introduction to the Program	10
1.2	Two Truths and One Lie	15
1.3	Walking & Talking	40
1.4	Nature Reflection	15
1.5	Reflection	10

ACTIVITY 1.1			
TITLE	Introduction to the Program		
OBJECTIVE(s)	Welcome participants, introduce the program and facilitators, establish rapport.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	10 minutes		
MATERIALS	None		
PREPARATION	Prepare a brief introduction about the program and facilitators.		
INSTRUCTIONS	Present the program (content and timeline), introduce facilitators, and invite participants to introduce themselves by stating their name and one thing they enjoy doing.		
DEBRIEFING / EVALUATION	Observe participants' engagement and comfort level during introductions.		
TIPS FOR FACILITATORS	Keep the tone friendly and welcoming to encourage participation.		

ACTIVITY 1.2			
TITLE	Two Truths and One Lie		
OBJECTIVE(s)	Encourage sharing, foster a sense of community and trust.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Prepare one real example to explain the game. Here is one of our examples: I have been skydiving. (this is a lie) I can speak four languages fluently. I have never broken a bone.		
INSTRUCTIONS	Ask each participant to share three statements about themselves—two true and one false. The group guesses which statement is the lie. Facilitator asks the group: Raise your hand those who think that the first statement (repeat the statement) is a lie. Who thinks that the second statement is a lie? Who thinks that the third statement is a lie? Then you check with the participant if the group (the majority) guessed right.		

DEBRIEFING / EVALUATION	Briefly discuss how well participants were able to identify the lies and how this activity helped them learn about each other.
TIPS FOR FACILITATORS	Encourage light-heartedness and ensure everyone participates. If they start to repeat the same statements or if they stay in one category (e.g. only statements about food), encourage them to share some things about other topics as well, like adventures they had, hobbies they enjoy, skills they have.

ACTIVITY 1.3			
TITLE	Walking & Talking		
OBJECTIVE(s)	Promote social interaction and physical activity; enhance physical health and social bonds.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	4
TIME	40 minutes		
MATERIALS	Pre-prepared questions for discussion, appropriate footwear/clothing for walking. Questions: Where did you grow up? What were some games that you played as a child? If you could choose any period in history to visit, which one would you choose and why? What is one piece of advice or life lesson that you find yourself sharing with others? Have you ever learned something new later in life that you're proud of? What motivated you to start? What kind of outdoor activities or nature experiences do you enjoy the most, and what draws you to them?		
PREPARATION	Select a nature trail and have in mind 5 stops where they will share their discussions. Have the questions on your phone or print them.		
INSTRUCTIONS	Participants walk in pairs along a nature trail, discussing the provided questions. At the start of this walk they get the first question. Then they stop at designated points to share main points of discussion with the group.		
DEBRIEFING / EVALUATION	Ask them how this walk for them was. What was something new that they discovered?		
TIPS FOR FACILITATORS	Ensure everyone is comfortable with the pace. Walk alongside them and listen to conversations. Encourage deeper conversations by asking follow-up questions.		

ACTIVITY 1.4			
TITLE	Nature Reflection		
OBJECTIVE(s)	Enhance mental well-being through mindfulness and connection to nature.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	If you do not memorize the meditation, print it and read it.		
PREPARATION	Choose a quiet, nature-filled spot for meditation. It can be at the last point of the walk.		
INSTRUCTIONS	<p>Guide participants through a meditation focusing on nature's sounds and sights.</p> <p>Welcome: Find a comfortable spot where you are. Sit or stand in a way that feels relaxed and easy. Let your arms hang loosely by your sides, or place your hands gently on your lap. Close your eyes, or if you prefer, keep them open slightly, looking softly at the ground in front of you. Take a deep breath in through your nose, and let it out slowly through your mouth. Feel the ground beneath you, steady and supportive. With each breath, let your body become a little more relaxed.</p> <p>Listening to nature: Now, take a moment to listen to the natural sounds around you. The wind in the trees, birds singing, insects buzzing, or the rustle of leaves. Focus on one sound that stands out to you. Let this sound bring your mind into the present moment. If other thoughts come up, gently return your attention to the sounds of nature.</p> <p>Noticing the beauty: Gently open your eyes, or if they are already open, take in what's around you. Look at the details in the trees, the sky, or the earth. Notice the colors and shapes. Let yourself be fully present with what you see, without needing to think too much. Just observe and appreciate the simple beauty around you.</p> <p>Feeling the connection: Now, take a deep breath and feel the air fill your lungs. Feel the connection between you and the world around you. The air, the earth, the sky—everything in nature is connected. With each breath in, feel yourself becoming a part of this peaceful world. With each breath out, let go of any tension or worries.</p> <p>Returning: When you're ready, slowly bring your awareness back to the present moment. Feel the ground under your feet or where you're sitting. Take one more deep breath, and then gently stretch or move your body if it feels right.</p> <p>Thank you for being part of this mindful moment in nature.</p>		
DEBRIEFING / EVALUATION	You can say: »Take a moment to reflect on how you feel. What did you hear or see that stood out to you? How did it feel to be fully present in nature? Feel free to share your reflections with the group if you'd like. «		
TIPS FOR FACILITATORS	Speak softly and clearly, creating a calm and focused atmosphere.		

ACTIVITY 1.5			
TITLE	Reflection		
OBJECTIVE(s)	Reflect on the session, gauge energy levels, and provide feedback.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	10 minutes		
MATERIALS	None		
PREPARATION	Prepare prompts for reflection.		
INSTRUCTIONS	Ask participants to show their energy level by turning thumbs and share their thoughts on the session. Present the next session's outline.		
DEBRIEFING / EVALUATION	Collect feedback on what participants liked and how they felt about the session.		
TIPS FOR FACILITATORS	Be attentive to feedback and ensure everyone has a chance to speak.		

BLOOM PROGRAMME | SESSION 2

CONTEXT

With age, the brain may take longer to react or stay focused. But research shows that targeted activities — especially those that combine movement and mental tasks — can help improve attention and processing speed. These abilities are essential for things like following instructions, reacting to changes in the environment, and staying mentally engaged in everyday life.

In this session, participants are invited to stay mentally “on their toes” through playful and energising activities that require focus, quick decisions, and visual or auditory cues. The goal is to support active thinking in real time, in a way that feels fun and achievable.

SESSION PLAN

	Activity	Duration (Min)
2.1	True or False	15
2.2	Walking with focused attention	60
2.3	Reflecting with cards	15

ACTIVITY 2.1			
TITLE	True or False		
OBJECTIVE(s)	Participants find out more about each other; Participants explore their own position and values.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	1
TIME	15 minutes		
MATERIALS	A big enough space to move around – and still be able to see each other and speak easily. Statements about active ageing.		
PREPARATION	The 2 corners “True” and “False” are defined in the beginning of the activity.		
INSTRUCTIONS	<p>A “true” and a “false” position are defined in opposite corners of the outdoor space. The learners stand in the middle of the defined space. The facilitator reads a series of statements about active aging. Reacting to each statement, the learners go to one corner or the other according to what they believe is true or false. The learners with no opinion stay in the middle.</p> <p>In each statement, the facilitator invites the learners to explain their choices and what emotions/feelings they are experiencing in that position. The facilitator provides an insight about the statement (It is essential that this step is never omitted) and invites learners to rethink their position and change if they want.</p> <p>Statements and insights: “Older people isolate themselves” “Older people have a weak learning capacity” “Active aging just means physical activity” “Older people are less adventurous” “People lose their memory as they age”</p>		
DEBRIEFING / EVALUATION	Close the session by asking participants to share some of their most valuable reflections with the rest of the group.		
TIPS FOR FACILITATORS	The facilitator should be prepared to mediate the discussion. It's important that seniors understand these are general statements, and that we welcome their opinions and encourage healthy dialogue.		

ACTIVITY 2.2			
TITLE	Attention Peddy Paper		
OBJECTIVE(s)	Developing physical fitness, improving teamwork, visual attention and promote problem-solving skills.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	4

TIME	65 minutes
MATERIALS	<p>Paper with 2 images to spot the differences. Paper with 5 raven style puzzles Paper with letters soup game Paper with 3 guessing's Puzzle on laminated paper in an envelope</p>
PREPARATION	<p>The materials must be ready and previously prepared to be given by the facilitator to the learners in each station. Define 7 minutes for walking and 6 minutes to stay in each station doing the exercises and instructions.</p> <p>The physical exercises will be performed standing the following:</p> <p>1st station: with your arms wide open and stretched to the side, rotate both arms (20 seconds). Then, stretch both arms forward, open your arms until they make a 180° angle and close your arms again (20 seconds). repeat the first exercise (20 seconds).</p> <p>2nd station: 20 squats + 20 alternating knee raises + 20 neck stretches (rotate the neck making full turns).</p> <p>3rd station: place your fingertips on your shoulders. Circle your shoulders forward 20 times. Reverse the movement and circle back 20 more times. Rotate your foot and ankle in circles. Make 10 rotations clockwise and 10 rotations counter clockwise.</p> <p>4th station: With your arms at your sides, gently raise them toward the ceiling, then lower them again. (60 seconds).</p> <p>5th station: Lift one foot and balance on the other foot for 10 seconds. Switch foot and do the same sequence for 10 seconds until completing 1 minute of exercise.</p>
INSTRUCTIONS	<p>The activity consists in the accomplishment a kind of “peddy paper” with a maximum duration of 60 minutes. Learners should organize themselves into teams of 2 elements. The activity roadmap consists of 5 stations with 5 physical exercises (1 minute) and 5 attention exercises (4 minutes).</p> <p>The facilitator will define a walking through the city with 5 different stations. In each station the facilitator will give the instruction for the physical activity and after the attention exercise for each team. The teams will have to complete the exercises in each station to complete the activity.</p>
DEBRIEFING / EVALUATION	<p>Close the session by asking participants to share some of their feelings about the team work and pressures they might felt during the exercises.</p>
TIPS FOR FACILITATORS	<p>Adapt level of difficulty of tasks to your group. Ensure everyone can follow along. If someone can't do the physical exercises, they can do other movements that they feel more comfortable. If they have problems in standing during the physical activity they can sit in any place and to easily the exercise.</p>

ACTIVITY 2.3			
TITLE	Reflecting with Cards		
OBJECTIVE(s)	Reflect and sharing feelings about the activity.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	10 minutes		
MATERIALS	Dixit Cards		
PREPARATION	Spread the Dixit cards on a high surface so they can easily collect the cards.		
INSTRUCTIONS	Each participant picks 1 Dixit card that responds to the questions: What did you like best about this service activity? Why was it important that we worked together to complete this activity?		
DEBRIEFING / EVALUATION	When all the participants have had a chance to share their answers to the questions a short reflection discussion may be facilitated to help summarize the participants' comments or bring forth ideas that may have not been shared.		
TIPS FOR FACILITATORS			

BLOOM PROGRAMME | SESSION 3

CONTEXT

Memory often becomes one of the first noticeable changes in later life, names, appointments, or recent events may be harder to remember. However, the brain responds well to regular stimulation, especially when learning is connected to movement, repetition, and positive emotion.

This session offers practical, engaging ways to stimulate memory through outdoor activity. By combining physical motion with tasks like recall games or sequence-building, older adults reinforce memory skills in a gentle and social setting. These activities can support everyday confidence and independence.

SESSION PLAN

	Activity	Duration (Min)
3.1	Order without speaking	15
3.2	Sport Memory Game	20
3.3	Minefield	40
3.4	Swaying Trees	15

ACTIVITY 3.1			
TITLE	Order without speaking		
OBJECTIVE(s)	Practice nonverbal communication through gestures and behaviors; motivate, integrate the group, develop teamwork and leadership skills.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	None		
PREPARATION	None		
INSTRUCTIONS	Ask the participants to stand side by side in a horizontal line, facing the facilitator. In this activity, they are not allowed to speak, only the facilitator can talk. The goal is for the group to organise themselves silently, using only gestures or facial expressions. Learners are asked to line up in order (from left to right) according to: Surnames; Shoe number; Birthday date (day, month), etc.		
DEBRIEFING / EVALUATION	Discuss what went well and identify opportunities for improvement.		
TIPS FOR FACILITATORS	Adapt the level of difficulty to your group.		

ACTIVITY 3.2			
TITLE	Sport Memory Game		
OBJECTIVE(s)	Developing physical fitness, promoting interaction and strengthening ties between learners		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	5
TIME	20 minutes		
MATERIALS	None		
PREPARATION	None		
INSTRUCTIONS	Ask everyone to sit or stand in a circle. One person starts by saying, "My favourite sport is..." and adds a gesture to show that sport — for example, saying "football" and pretending to kick a ball. The next person repeats the previous person's sentence and gesture, then adds their own sport and a new gesture. Each person continues, repeating all the previous sports and movements in the correct order before adding their own. When everyone has taken a turn, the last person starts again and the game goes back around the circle in the opposite direction.		

DEBRIEFING / EVALUATION	In group the learners can share their feelings about the experience by answering the questions: How was the experience? Why is this activity significant or important for you?
TIPS FOR FACILITATORS	If someone forgets a previous gesture or answer, the facilitator or other participants can help. They might repeat the gesture to remind the person of the answer, or say the answer to help the person remember the gesture.

ACTIVITY 3.3			
TITLE	Minefield		
OBJECTIVE(s)	To build trust and collaboration between team members.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	3
TIME	40 minutes		
MATERIALS	Hula hoops or adhesive tape.		
PREPARATION	Before the activity starts, prepare the space by placing 5 rows of 4 hula hoops (5x4 grid) on the ground. If hula hoops are not available, you can use masking tape to mark 20 squares in the same grid format. The facilitator also prepares a hidden path on paper, showing the correct route to “escape the bombs”. This path must not be shown to the participants.		
INSTRUCTIONS	<p>One by one, participants try to guess the correct path by stepping onto the squares. The facilitator gives feedback at each step. If the participant steps on the correct square, the facilitator says “OK” and asks them to do a simple movement (e.g. a squat, arms stretched upward, raise one knee, etc.). If they choose the wrong square, the facilitator says “BOOM”, and the participant must do 2 squats, then go to the back of the line.</p> <p>Participants continue taking turns, remembering the correct path from earlier players and building the full route together. The game continues until the group has discovered and completed the entire correct path.</p>		
DEBRIEFING / EVALUATION	<p>The facilitator asks to the group for them to share:</p> <ul style="list-style-type: none"> • What was challenging about this activity? • What strategies helped you to be successful with this activity? • What are some real challenges the obstacles in this activity could metaphorically represent? <p>These questions can be used to guide your debrief, however, pick the questions that best match your group’s experience and add or change questions as needed.</p>		
TIPS FOR FACILITATORS	<p>If memorizing the fitness movement + memorizing the pass is too much for them take off the fitness movement and just leave them to memorize the path line by line.</p> <p>The facilitator should also keep an eye on the learners to ensure they are safe and don’t stumble over the hula hoops.</p>		

ACTIVITY 3.4

TITLE	Swaying Trees		
OBJECTIVE(s)	Give a sense of calm, peace and balance that can benefit your emotional well-being and your overall health.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	1
TIME	10 minutes		
MATERIALS	None		
PREPARATION	None		
INSTRUCTIONS	<p>The facilitator gives the following instructions:</p> <p>Stand with your feet apart. Balance evenly on both feet. Keep your eyes open. Imagine you are a tree in the wind, and your arms are branches. Swing your arms side to side like swaying branches. Bend forward at the waist and keep swaying your arms. Bend and sway until you feel as free as a tree moving in a light breeze. Finish the exercise by taking three soft, slow, mindful breaths. Notice if your body feels different from how it did before the exercise.</p>		
DEBRIEFING / EVALUATION	<p>What thoughts did you have?</p> <p>What physical sensations did you observe?</p> <p>In what ways might your client benefit from these mindfulness practices?</p>		
TIPS FOR FACILITATORS	<p>Pause, take a breath, and speak precisely. It is better to take your time and convey your message loud and clear, than to rush through a conversation and leave with more confusion than when you started. Simplicity: Choose words well. Building on the first point, it is important to be clear and direct.</p>		

BLOOM PROGRAMME | SESSION 4

CONTEXT

Orientation helps older adults stay aware of their surroundings, which is key to avoiding confusion and maintaining independence. Reasoning supports everyday decision-making and problem-solving, while praxis (the ability to plan and carry out physical movements) is essential for safe, coordinated activity.

In this session, participants take part in a Photo Hunt with Storytelling. First, they must find and photograph specific objects in their environment, which helps develop spatial awareness and strengthens orientation. Then, they use those objects to create a short story, encouraging logical thinking and imagination. The physical aspect of the hunt also activates praxis, allowing cognitive stimulation and movement to happen together in a playful and meaningful way.

SESSION PLAN

	Activity	Duration (Min)
4.1	Where in the World?	15
4.2	Song (with squats)	10
4.3	PhotoHunt with storytelling	50
4.4	Forest Bathing	15

ACTIVITY 4.1			
TITLE	Where in the World?		
OBJECTIVE(s)	Enhance orientation skills through geographical memory and reasoning via storytelling.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Prepare an example story to share and inspire.		
INSTRUCTIONS	Participants share in pairs a story of a memorable place they have visited. Each pair then shares a short summary with the group.		
DEBRIEFING / EVALUATION	Discuss how sharing these stories helped participants recall details.		
TIPS FOR FACILITATORS	Encourage vivid descriptions (they should try to remember the sight, smell, sound...) and active listening in conversations.		

ACTIVITY 4.2			
TITLE	Song (with squats)		
OBJECTIVE(s)	Combine physical activity with memory, attention and/or orientation.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	3
TIME	10 minutes		
MATERIALS	Speakers, or alternatively learners sing together.		
PREPARATION	Choose a well known song which contains a repeatedly word. Learn the song and prepare to lead the group in singing and squats.		
INSTRUCTIONS	Sing together and perform a squat every time the word you have choose is mentioned.		
DEBRIEFING / EVALUATION	Ask participants how they are feeling.		
TIPS FOR FACILITATORS	Maintain a fun and energetic atmosphere; ensure everyone can follow along. If someone can't do squats, they can step on their toes and do a stretch upwards, when others do squat. In Slovenia we used 'Lavrencija Song', In Portugal we used 'Bem Bom' and 'Mala no comboio'.		

ACTIVITY 4.3			
TITLE	PhotoHunt with storytelling		
OBJECTIVE(s)	Strengthen spatial orientation and reasoning through problem-solving and storytelling tasks.		
PHYSICAL DIFFICULTY (1-5)	4	COGNITIVE DIFFICULTY (1-5)	4
TIME	50 minutes		
MATERIALS	List of objects for the hunt, cameras or smartphones.		
PREPARATION	Create a list of objects for the participants to find. Example of the list (make sure there are those objects in the near vicinity): Bench; Red flower; Bird; Oak tree; Pond; Duck; Ice cream.		
INSTRUCTIONS	Divide participants into two groups. Each group must find and photograph all the objects on the list and create a creative story including those objects. When they are done, they show the photos to the facilitator. Then they share the story with the whole group and they can choose which story was more creative.		
DEBRIEFING / EVALUATION	Discuss the challenges faced during the hunt and how they navigated them. Evaluate how well they worked together to create the story.		
TIPS FOR FACILITATORS	Encourage teamwork and creative storytelling; make sure the environment is safe.		

ACTIVITY 4.4			
TITLE	Forest Bathing		
OBJECTIVE(s)	Promote relaxation and mental clarity through sensory experiences in nature.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Identify a quiet, green area for the walk.		
INSTRUCTIONS	Lead a quiet walk back from the park through a forested or green area, focusing on sensory experiences (sight, sound, touch).		
DEBRIEFING / EVALUATION	Invite participants to share how the experience affected their mood and mental clarity.		
TIPS FOR FACILITATORS	Maintain a slow pace and encourage silence to enhance sensory awareness.		

BLOOM PROGRAMME | SESSION 5

CONTEXT

Executive control includes planning, organising, and managing tasks, all vital skills for maintaining independence in daily life. Reasoning helps individuals make thoughtful decisions, while praxis allows physical actions to be carried out safely and with coordination.

In this session, participants take part in a Crossword Making and Solving activity. First, they plan and build simple crosswords in pairs or small groups, exercising their executive skills as they decide on words, structure, and clues. The process of placing or collecting physical letters or tiles adds a practical element, stimulating praxis. Finally, solving the crosswords encourages reasoning, as participants apply logic and word associations to complete the puzzle.

SESSION PLAN

	Activity	Duration (Min)
5.1	Follow the Leader	15
5.2	Crossword Making and Solving	60
5.3	Mindful Stretching	15

ACTIVITY 5.1			
TITLE	Follow the Leader		
OBJECTIVE(s)	Enhance executive control and social engagement through a fun, repetitive movement activity.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	None		
PREPARATION	<p>Learn a song that involves physical movement, and prepare to lead the group in singing and actions. Choose a song in your own language that describes simple body movements. Practice the song so you feel confident leading others in both singing and movements. One person will act as the leader while the group follows along. You can also rotate leaders so more persons have a chance to lead. Suggestions:</p> <ul style="list-style-type: none"> • If you have access to speakers: Try a more upbeat song like “Follow the Leader” (https://www.youtube.com/watch?v=riicsTE2TzQ&t=49s) • If you don’t have speakers and must rely on singing: Choose something simple and familiar, like the children’s song “Head, Shoulders, Knees & Toes” (https://www.youtube.com/watch?app=desktop&v=ZanHgPprl-0) 		
INSTRUCTIONS	Facilitator shows the first movement. Participants then take turns leading the group in a simple, repetitive movement. Sing the song, perform the movements and have fun!		
DEBRIEFING / EVALUATION	Discuss how different was following different leaders. Which movement was the most interesting/fun?		
TIPS FOR FACILITATORS	Ensure that everyone who wants to lead has that chance. Keep the pace lively and fun.		

ACTIVITY 5.2			
TITLE	Crossword Making and Solving		
OBJECTIVE(s)	Enhance executive control and reasoning through a collaborative crossword.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	4
TIME	50 minutes		
MATERIALS	A4 papers, pens, space to work on the floor/ground.		

PREPARATION	Prepare A4 papers and divide participants into two groups. Ensure enough space for each group to work on their crossword.
INSTRUCTIONS	In teams, pick a theme, list ten words (numbered 1–10) with clues, lay blank A4 sheets on the floor so each sheet is one letter forming an interlocking crossword and mark the first square of each word with its clue number; swap your blank-letter grid and clue list with another team, then race—running if you want—to the grid to write in letters and complete the other team’s puzzle before checking answers together.
DEBRIEFING / EVALUATION	Reflect on the strategies used and how physical activity impacted the thinking process.
TIPS FOR FACILITATORS	Encourage teamwork and creativity; ensure safety during physical tasks.

ACTIVITY 5.3			
TITLE	Mindful Stretching		
OBJECTIVE(s)	Promote relaxation and reduce stress focusing on breath and body awareness.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	None (Yoga mats optional)		
PREPARATION	Prepare a series of simple stretching exercises and ensure a calm environment.		
INSTRUCTIONS	Guide participants through stretching exercises, focusing on their breath and body awareness.		
DEBRIEFING / EVALUATION	Ask participants how they feel and if they noticed any changes in their stress levels.		
TIPS FOR FACILITATORS	Maintain a calm and soothing tone; encourage participants to focus on their breathing.		

BLOOM PROGRAMME | SESSION 6

CONTEXT

Attention and processing speed are key cognitive functions that help individuals stay focused, respond quickly, and carry out everyday tasks effectively. Praxis — the ability to plan and coordinate movements — is closely connected, as it involves both thinking and doing at the same time.

This session uses dynamic, interactive activities that stimulate attention, boost processing speed, and reinforce praxis. The goal is to support both mental sharpness and physical coordination in a fun and active way, promoting overall cognitive and physical well-being.

SESSION PLAN

	Activity	Duration (Min)
6.1	Fruit Salad	15
6.2	Listen to the story	15
6.3	Color matrix	30
6.4	Fun count	15
6.5	Gratitude circle	15

ACTIVITY 6.1			
TITLE	Fruit Salad		
OBJECTIVE(s)	Enhance attention and quick decision-making. Foster social interaction and group bonding.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	Marked spots on the floor (can be chalk, cones, paper, etc).		
PREPARATION	Arrange a circle of marked spots with one spot less than the number of participants.		
INSTRUCTIONS	Select 3 or 4 fruits and assign each participant a fruit name. One person stands in the middle and calls out a fruit. Participants with that fruit name must switch places, while the person in the middle tries to find an empty spot. If "Fruit Salad" is called, everyone switches spots. Continue until multiple participants have had a turn in the middle.		
DEBRIEFING / EVALUATION	Ask participants how they felt during the game and if they found it easy or challenging to react quickly.		
TIPS FOR FACILITATORS	Encourage laughter and fun to create a relaxed environment. Adjust difficulty by adding more complex rules, like swapping only with a person at least two spots away.		

ACTIVITY 6.2			
TITLE	Listen to the Story		
OBJECTIVE(s)	Improve attention and processing speed. Encourage movement linked to cognitive cues.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	A short story or prepared script.		
PREPARATION	Develop a story where key words prompt specific physical movements. For example, assign movements for the words "bird," "fly," "tree," and "nest."		

INSTRUCTIONS	<p>Gather participants in a standing circle. Explain the movement cues: "Bird": Participants hop in place; "Fly": Participants raise their arms and flap like wings; "Tree": Participants stretch arms upwards like branches; "Nest": Participants crouch down. Read the story aloud, pausing slightly after each key word to allow participants to perform the movement. Gradually increase the speed of reading to challenge reaction time.</p> <p>Example of story: One sunny morning, a <i>bird</i> (hop) flew high above the forest (flap arms). It landed on a tall <i>tree</i> (stretch arms) to look for its <i>nest</i> (crouch). Suddenly, another <i>bird</i> (hop) joined in, and together they soared through the sky (flap arms). Below them, the forest was full of life—<i>trees</i> (stretch arms) swayed in the wind, and animals scurried to find food. The two <i>birds</i> (hop) stopped to rest on a different tree (stretch arms), where they saw an empty nest (crouch). They decided to stay there and build a cosy home. As the day ended, the birds (hop) flew one last time (flap arms) to gather twigs and leaves. When their new nest (crouch) was complete, they sat happily together on their tree (stretch arms), ready for the adventures of tomorrow.</p>
DEBRIEFING / EVALUATION	<p>Discuss which movements were most fun or challenging. Reflect on how the speed of the activity affected attention and coordination.</p>
TIPS FOR FACILITATORS	<p>Use an enthusiastic tone to keep participants engaged. Encourage participants to exaggerate their movements for more physical engagement. Adapt number of words and difficulty of movements according to the group.</p>

ACTIVITY 6.3			
TITLE	Color Matrix		
OBJECTIVE(s)	Improve processing speed and communication. Develop coordination and praxis.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	3
TIME	30 minutes		
MATERIALS	Pre-prepared color matrices. Coloring sheets and pencils/pens.		
PREPARATION	Set up color matrices at a distance from the coloring area.		
INSTRUCTIONS	Pair participants. One person is the "messenger," the other the "colorer". The messenger must move to the matrix, remember the color instructions, and return to pass them to the colorer. The messenger uses a specific movement (e.g., skipping, walking backwards) to reach the matrix. After completing one matrix, participants switch roles.		
DEBRIEFING / EVALUATION	Discuss challenges in communication and memory. Highlight moments of effective teamwork.		
TIPS FOR FACILITATORS	Ensure the path to the matrix is safe and clear. Adjust difficulty by changing the movement or matrix complexity.		

ACTIVITY 6.4			
TITLE	Fun Count		
OBJECTIVE(s)	Enhance processing speed and attention. Strengthen numeracy skills and promote teamwork.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	4
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Familiarize participants with the rules.		
INSTRUCTIONS	<p>Divide participants into pairs or trios, or do it in a bigger group.</p> <p>Start counting from 1 to 30, with each person saying a number in sequence.</p> <p>Replace multiples of 3 with "Hip" and make a specific movement (e.g., raise arms). Everyone needs to make the movement.</p> <p>Replace multiples of 5 with "Hop" and another movement (e.g., jump). Everyone needs to make the movement. Replace multiples of 3 and 5 with "HipHop" and a third movement (e.g., raise arms+jump). Everyone needs to make the movement.</p> <p>Continue until reaching 30 or as time allows.</p>		
DEBRIEFING / EVALUATION	Ask participants how they managed to keep track of numbers and movements. Reflect on moments of teamwork and focus.		
TIPS FOR FACILITATORS	<p>Encourage participants to laugh at mistakes to maintain a positive atmosphere.</p> <p>Adjust difficulty by increasing the counting range.</p>		

ACTIVITY 6.5			
TITLE	Gratitude Circle		
OBJECTIVE(s)	Encourage mindfulness and reflection. Strengthen group cohesion.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	1
TIME	15 minutes		
MATERIALS	None. Optional: a "talking token" (e.g., a stone or small object).		
PREPARATION	Arrange participants in a circle.		

INSTRUCTIONS	<p>Invite participants to share one thing they are grateful for in the project.</p> <p>Pass the "talking token" to indicate whose turn it is to speak.</p> <p>Encourage active listening without interruptions.</p>
DEBRIEFING / EVALUATION	<p>Reflect on how gratitude impacts well-being.</p> <p>Ask participants to share how they felt hearing others' reflections.</p>
TIPS FOR FACILITATORS	<p>Model gratitude by sharing your own reflection.</p> <p>Ensure everyone has an opportunity to speak if they wish.</p>

BLOOM PROGRAMME | SESSION 7

CONTEXT

Memory and processing speed are core cognitive abilities that help individuals take in, store, and recall information while carrying out everyday tasks. Praxis — the ability to plan and perform coordinated movements — supports the connection between thinking and doing.

This session focuses on group activities that encourage memory recall, increase reaction time, and strengthen praxis. Through engaging, interactive exercises, participants practise combining mental and physical skills in a way that supports both cognitive function and overall well-being.

SESSION PLAN

	Activity	Duration (Min)
7.1	Earthquake	15
7.2	Memory Walk	60
7.3	Mental Health Traffic Light	15

ACTIVITY 7.1			
TITLE	Earthquake		
OBJECTIVE(s)	Enhance quick decision-making and spatial awareness. Foster social interaction and group bonding.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	1
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Organize participants in groups of three.		
INSTRUCTIONS	<p>Divide participants into trios. Two participants form a "house" by facing each other and raising their arms to create an arch, while the third participant stands inside the "house."</p> <p>The facilitator calls out one of three commands:</p> <ul style="list-style-type: none"> • "House": Participants forming houses must move and find a new partner to create a house, while the person inside remains still. • "Person": Participants standing inside the houses must move to find a new house. • "Earthquake": Everyone must move to find a new house or role. <p>Continue for several rounds.</p>		
DEBRIEFING / EVALUATION	Discuss how participants felt during the game and whether they found it easy or challenging to adapt quickly to changing roles.		
TIPS FOR FACILITATORS	<p>Maintain a lively and encouraging tone to create a fun atmosphere.</p> <p>Adjust the pace of the game based on participants' energy levels.</p>		

ACTIVITY 7.2			
TITLE	Memory Walk		
OBJECTIVE(s)	Enhance memory recall. Foster group interaction and physical activity.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	4
TIME	60 minutes		
MATERIALS	<p>Small papers with sequences (letters, numbers, colors, animals, fruits, etc.)</p> <p>Pre-planned route with 4-5 stops of interest.</p>		
PREPARATION	<p>Identify a safe walking route with 4-5 distinct stops.</p> <p>Prepare unique sequences on small pieces of paper for participants to memorize.</p> <p>Ensure the route is accessible for all participants.</p>		

INSTRUCTIONS	<p>At the beginning of the walk, distribute small papers to participants with unique sequences of items (e.g., colors, letters, numbers, animals, fruits, etc) to memorize for the first segment. Give participants a couple of minutes to study their sequence before asking them to put it away keeping them in their pocket.</p> <p>Lead the group along the walk, stopping at the first point of interest to share fun or educational information about the surroundings.</p> <p>At this stop, ask participants to recall their unique sequence from memory. Provide the correct sequence for verification and encouragement.</p> <p>Before continuing to the next segment, distribute a new unique sequence for participants to memorize for the next leg of the walk. Repeat the process at each stop.</p> <p>Continue until all stops are visited, ensuring each participant has memorized and recalled a unique sequence for every segment.</p>
DEBRIEFING / EVALUATION	Discuss strategies participants used to remember their sequences.
TIPS FOR FACILITATORS	<p>Choose engaging stops that naturally encourage focus and curiosity.</p> <p>Offer positive reinforcement for effort and creativity in recall strategies.</p> <p>Adapt level of sequences difficulty according to the group of participants (number of items).</p>

ACTIVITY 7.3			
TITLE	Mental Health Traffic Light		
OBJECTIVE(s)	Promote mindfulness and self-awareness about mental health practices. Encourage participants to reflect on changes, continuities, and new strategies for mental well-being.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	Paper and pens (if writing).		
PREPARATION	Divide participants in pairs or trios, or (if writing) provide each participant with a sheet of paper divided into three sections labelled Red, Orange, and Green.		
INSTRUCTIONS	<p>Explain the significance of each color in the "traffic light" model:</p> <ul style="list-style-type: none"> • Red: Something participants need to stop doing to improve their mental health. • Orange: Something participants should continue doing that is beneficial for their mental health. • Green: Something new participants want to start doing to enhance their mental health. <p>Ask participants to share or write down their thoughts for each color.</p> <p>After a few minutes, invite those who are comfortable to share their reflections with the whole group.</p>		
DEBRIEFING / EVALUATION	<p>Discuss how identifying these actions can support long-term mental well-being.</p> <p>Reflect on common themes shared by the group and ways to support each other.</p> <p>Ask them to bring a small object/photo from a significant place in their life for the next session.</p>		
TIPS FOR FACILITATORS	<p>Create a supportive and non-judgmental environment to encourage sharing.</p> <p>Offer examples to help participants understand the activity.</p>		

BLOOM PROGRAMME | SESSION 8

CONTEXT

Repeated practice in orientation and reasoning tasks helps strengthen participants' ability to navigate their surroundings and think logically. These skills are essential for daily decision-making and moving confidently through different environments.

In this session, participants take part in "Outdoor Games – Islands," an activity that combines physical movement with problem-solving. As they move between stations (or "islands"), they must interpret space, follow directions, and complete small challenges. This encourages the use of spatial awareness and reasoning in a fun, active way, helping to reinforce cognitive skills through repetition and movement.

SESSION PLAN

	Activity	Duration (Min)
8.1	Memory Lane	15
8.2	Choices and Actions	10
8.3	Outdoor Games – Islands	50
8.4	Breath of Fresh Air	15

ACTIVITY 8.1			
TITLE	Memory Lane		
OBJECTIVE(s)	Encourage reasoning and orientation through personal history by sharing stories behind significant objects or photos.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	Personal objects or photos brought by participants.		
PREPARATION	Ask participants to bring a small object or photo from a significant place in their life.		
INSTRUCTIONS	Participants take turns sharing the story behind their object or photo, reflecting on personal history.		
DEBRIEFING / EVALUATION	Discuss how sharing these stories helped participants connect with their past and with each other.		
TIPS FOR FACILITATORS	Encourage participants to listen actively and engage with each other's stories.		

ACTIVITY 8.2			
TITLE	Choices and Actions		
OBJECTIVE(s)	Enhance decision-making and physical activity through quick choices and associated exercises.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	2
TIME	10 minutes		
MATERIALS	None		
PREPARATION	<p>Prepare a list of choices and corresponding exercises. Here is a list that you can use:</p> <p>Choice 1: "Would you rather be a bird or a fish?"</p> <ul style="list-style-type: none"> • Bird: Fly high with 5 jumping jacks. • Fish: Swim away with 5 squats. <p>Choice 2: "Would you rather eat an apple or a banana?"</p> <ul style="list-style-type: none"> • Apple: Stay strong with 1 squat and 1 push-up. • Banana: Peel away with 3 squats. <p>Choice 3: "Would you rather go on a hike or swim in a lake?"</p> <ul style="list-style-type: none"> • Hike: Climb the mountains with 10 high knees. • Swim: Swim across with 5 arm circles (each arm). 		

PREPARATION	<p>Choice 4: "Would you rather read a book or watch a movie?"</p> <ul style="list-style-type: none"> • Book: Turn the pages with 5 lunges (each leg). • Movie: Sit back and enjoy with 5 squats. <p>Choice 5: "Would you rather dance or sing?"</p> <ul style="list-style-type: none"> • Dance: Show your moves with 5 side steps. • Sing: Belt it out with 5 shoulder shrugs.
INSTRUCTIONS	Present a series of choices to participants. Depending on their choice, they perform a specific exercise. Continue with various fun choices.
DEBRIEFING / EVALUATION	Reflect on how quick decision-making combined with physical activity impacted the participants.
TIPS FOR FACILITATORS	Keep the pace lively and ensure the exercises are enjoyable for all participants.

ACTIVITY 8.3			
TITLE	Outdoor Games – Islands		
OBJECTIVE(s)	Promote physical activity, coordination, and teamwork through a series of outdoor games.		
PHYSICAL DIFFICULTY (1-5)	4	COGNITIVE DIFFICULTY (1-5)	3
TIME	50 minutes		
MATERIALS	Rings, sticks, jump ropes, pine cones, boxes, balance beam or tape.		
PREPARATION	<p>Set up four 'islands,' each with a different game. Prepare all materials needed for the activities.</p> <p>Island 1: Throwing the ring on a stick. The goal is to make a ring land on a stick.</p> <p>Island 2: Jumping rope (They try to jump rope. The goal is to try to jump over rope by crossing hands)</p> <p>Island 3: Throwing the pine cones in a box (pine cone eater). The goal is to get as many pinecones in the box as possible.</p> <p>Island 4: Balancing Walk. Create a simple balance beam or use a line of tape on the ground. Participants must walk across the beam or line without stepping off, turn on it and walk back. If they are good at it, they should walk over the line by spinning – doing 180° turns</p>		
INSTRUCTIONS	Divide participants into four groups. Each group starts at a different 'island' and rotates after 10 minutes. The games include throwing a ring on a stick, jumping rope, throwing pine cones into a box, and walking across a balance beam.		
DEBRIEFING / EVALUATION	Discuss which activities were most challenging and how participants worked together.		
TIPS FOR FACILITATORS	Ensure safety during activities. Encourage teamwork and fun.		

ACTIVITY 8.4			
TITLE	Breath of Fresh Air		
OBJECTIVE(s)	Promote relaxation and mental clarity through deep breathing exercises in a scenic outdoor spot.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Identify a quiet, scenic spot for the breathing exercises.		
INSTRUCTIONS	Guide participants through deep breathing exercises, focusing on breath control and relaxation.		
DEBRIEFING / EVALUATION	<p>Invite participants to share how the breathing exercises affected their mood and stress levels. You can do the reflection of the whole session on your way back from nature.</p> <p>They share how was this session for them and one thing that they liked the most.</p> <p>To finish, present what will happen on the next session.</p>		
TIPS FOR FACILITATORS	Maintain a calm atmosphere and encourage participants to focus on their breath.		

BLOOM PROGRAMME | SESSION 9

CONTEXT

Regular practice in executive control and reasoning helps older adults maintain important skills like planning, organising, and adapting to new situations — all of which support daily independence.

In this session, participants engage in the “Three-in-a-Row Tournament,” an activity that encourages strategic thinking and decision-making. As they plan their moves and anticipate the actions of others, they activate executive functions and reasoning skills. Physical elements, such as moving quickly to place markers, also involve praxis, making this a dynamic session that stimulates both mind and body.

SESSION PLAN

	Activity	Duration (Min)
9.1	Group Storytelling	15
9.2	Three-in-a-Row / Tic-Tac-Toe Tournament	40
9.3	Quiet Contemplation	15
9.4	Reflection and planning (Optional)	20

ACTIVITY 9.1			
TITLE	Group Storytelling		
OBJECTIVE(s)	Enhance executive control by requiring participants to think quickly and reason logically to continue the narrative.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	4
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Prepare a script to start the story if needed.		
INSTRUCTIONS	Participants create a story together, each adding a sentence. After a few rounds, they switch to adding just one word to the story.		
DEBRIEFING / EVALUATION	Discuss how the story evolved and how participants managed to keep the narrative flowing.		
TIPS FOR FACILITATORS	Encourage creativity and quick thinking; ensure everyone participates.		

ACTIVITY 9.2			
TITLE	Three-in-a-Row / Tic-Tac-Toe Tournament		
OBJECTIVE(s)	Strengthen executive control and reasoning by engaging participants in a dynamic Tic-Tac-Toe tournament that combines strategic decision-making with physical activity.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	4
TIME	40 minutes		
MATERIALS	Ropes/branches/chalk to create fields, X and O markers (rocks, paper, wool).		
PREPARATION	Create two playing fields. Ensure space for physical activity.		
INSTRUCTIONS	Participants compete in pairs, running to the field to place their marker. Winners progress to the next round. You can add physical activity for the losers after each round. The final match can be best-of-three or best-of-five.		
DEBRIEFING / EVALUATION	Reflect on strategies used during the games and how physical activity influenced their thinking.		
TIPS FOR FACILITATORS	Encourage fair play and quick decision-making; keep the atmosphere competitive yet fun.		

ACTIVITY 9.3			
TITLE	Quiet Contemplation		
OBJECTIVE(s)	Promote mental relaxation through quiet contemplation in nature.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Identify a quiet, natural spot for contemplation.		
INSTRUCTIONS	Guide participants to sit quietly, focusing on their surroundings and allowing their minds to relax.		
DEBRIEFING / EVALUATION	Invite participants to share how the quiet time affected their mood and thoughts.		
TIPS FOR FACILITATORS	Maintain a peaceful environment; encourage participants to focus on the present moment.		

ACTIVITY 9.4			
TITLE	Reflection and Planning		
OBJECTIVE(s)	Reflect on the session, suggest organizing intergenerational sessions and plan them.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	20 minutes		
MATERIALS	None		
PREPARATION	Prepare questions for reflection and brainstorming for the upcoming sessions.		
INSTRUCTIONS	Participants reflect on their energy levels and the session's challenges. As an option, suggest creating extra sessions (12th and 13th) as intergenerational sessions and start planning them by brainstorming activities that everyone can do together.		
DEBRIEFING / EVALUATION	Gather ideas for intergenerational activities and discuss how they can showcase what they have learned.		
TIPS FOR FACILITATORS	Encourage creativity and inclusivity in planning activities; ensure everyone's ideas are considered.		

BLOOM PROGRAMME | SESSION 10

CONTEXT

Attention, memory, and processing speed are closely linked cognitive functions that help individuals take in information, store it, and respond effectively in daily life. Praxis — the ability to carry out intentional movements — supports the connection between these mental processes and physical actions.

In this session, participants take part in dynamic and interactive exercises designed to boost attention, strengthen memory recall, and improve processing speed. These activities also encourage coordination between body and mind, supporting both cognitive health and physical engagement in an enjoyable way.

SESSION PLAN

	Activity	Duration (Min)
10.1	1, 2, 3	15
10.2	Find the Match	40
10.3	Get it!	20
10.4	Totem	15

ACTIVITY 10.1			
TITLE	1, 2, 3		
OBJECTIVE(s)	Improve attention, coordination, and group interaction.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Organize participants in pairs.		
INSTRUCTIONS	<p>Participants in pairs count alternately: Partner A says “1,” Partner B says “2,” Partner A says “3,” and so on, repeating 1, 2, 3, 1, 2, 3,....</p> <p>After a few rounds, the facilitator introduces a substitution for “1” (e.g., a squat). Participants repeat the sequence, replacing “1” with the movement.</p> <p>Gradually, the facilitator substitutes “2” with another movement (e.g., a jump) and “3” with a third movement (e.g., arms up).</p> <p>The sequence becomes a combination of movements and counting.</p>		
DEBRIEFING / EVALUATION	<p>Discuss which substitutions were most challenging and how participants maintained their focus. Reflect on the connection between physical and cognitive coordination.</p>		
TIPS FOR FACILITATORS	<p>Demonstrate each movement substitution before starting.</p> <p>Encourage participants to have fun and not worry about mistakes.</p>		

ACTIVITY 10.2			
TITLE	Find the Match		
OBJECTIVE(s)	<p>Enhance memory recall and processing speed.</p> <p>Promote physical engagement through movement.</p>		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	4
TIME	40 minutes		
MATERIALS	30 laminated A4 papers with 15 matching pairs, each pair linked to a specific physical movement (images or words)		
PREPARATION	<p>Prepare 15 matching pairs of cards, each featuring a physical movement (e.g., jumping jacks, clapping, or balancing).</p> <p>Spread the cards face down in a grid on the floor.</p>		

INSTRUCTIONS	<p>Participants take turns flipping two cards to find a matching pair.</p> <p>Each time a card is flipped, the participant performs the movement shown on the card.</p> <p>If a match is found, the participant keeps the pair and earns a point.</p> <p>If no match is found, the cards are turned back over.</p> <p>Continue until all pairs have been matched.</p> <p>The participant with the most pairs wins.</p>
DEBRIEFING / EVALUATION	<p>Reflect on strategies used to remember card positions.</p> <p>Discuss the role of physical movement in enhancing memory.</p>
TIPS FOR FACILITATORS	<p>Ensure movements are simple and accessible for all participants. Adapt number of matching cards to the group size. Encourage participants to observe and support each other.</p>

ACTIVITY 10.3			
TITLE	Get It!		
OBJECTIVE(s)	Improve reaction time and attention. Encourage friendly competition and coordination.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	20 minutes		
MATERIALS	Small objects (e.g., beanbags, balls, or cones), one per pair.		
PREPARATION	Arrange participants in pairs facing each other with the object placed equidistant between them.		
INSTRUCTIONS	<p>The facilitator calls out instructions for participants to touch parts of their body (e.g., head, knees, shoulders).</p> <p>Participants follow the instructions while maintaining focus on the object.</p> <p>At random intervals, the facilitator calls out "Get it!" and participants must quickly grab the object.</p> <p>The first participant to grab the object scores a point.</p> <p>Continue for several rounds, encouraging pairs to switch partners periodically.</p>		
DEBRIEFING / EVALUATION	<p>Discuss strategies participants used to stay attentive.</p> <p>Reflect on how reaction time improved over the course of the activity.</p>		
TIPS FOR FACILITATORS	<p>Vary the pace and complexity of instructions to keep participants engaged.</p> <p>Emphasize safety and fair play.</p>		

ACTIVITY 10.4			
TITLE	Totem		
OBJECTIVE(s)	To support emotional wellbeing through personal reflection.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	1
TIME	15 minutes		
MATERIALS	Objects (Totem) collected previously by participants.		
PREPARATION	In the beginning of the session ask each participant to find and collect a natural item (stones, sticks, leaves) that is meaningful for them and symbolizes their mental wellbeing. Ensure a quiet, comfortable outdoor or indoor space where participants can reflect and then gather in a circle to share.		
INSTRUCTIONS	Ask each participant to quietly think of what their Totem means in terms of their mental wellbeing. Going around the circle, each participant says one word that captures what their totem represents.		
DEBRIEFING / EVALUATION	At the end, thank everyone for sharing and invite them to take one deep breath together, reinforcing the sense of connection and closing the session with calm.		
TIPS FOR FACILITATORS	Let participants know it's okay to repeat the same word as someone else.		

BLOOM PROGRAMME | SESSION 11

CONTEXT

Maintaining independence in later life requires the ability to combine multiple cognitive functions — such as orientation, planning, and reasoning — to manage everyday situations. This session focuses on integrating these skills through meaningful, real-world activities.

Participants take part in “Park Puzzles,” which challenge their ability to think ahead, make decisions, and navigate space. The session also includes a “Gratitude Walk,” encouraging reflection while staying aware of the environment.

As the final session of the programme, this is an opportunity to reinforce the full range of cognitive and physical skills developed over time, supporting both brain adaptability and emotional wellbeing.

SESSION PLAN

	Activity	Duration (Min)
11.1	Boogie Woogie	10
11.2	Moving Together	15
11.3	Park Puzzles	35
11.4	Gratitude Walk	15
11.5	Reflection and planning Extra Intergenerational Sessions (Optional)	15

ACTIVITY 11.1			
TITLE	Boogie Woogie		
OBJECTIVE(s)	Enhance social cohesion, physical coordination, and executive control through a fun, dance-like activity.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	2
TIME	10 minutes		
MATERIALS	None		
PREPARATION	Learn the Boogie Woogie song and prepare to lead the group in the movements.		
INSTRUCTIONS	<p>Participants follow the leader in a series of dance-like movements while singing or chanting the Boogie Woogie song.</p> <p>The facilitator starts by singing the chant and demonstrating the corresponding movements (e.g., putting a hand in and out, shaking it, etc.). The group follows along with the movements while singing or chanting the lyrics.</p> <p>Common lyrics:</p> <p>You put your left hand in, You put your left hand out, You put your left hand in, And you shake it all about. You do the Boogie Woogie And you turn yourself around, That's what it's all about! (jump on you right) Ooo Boogie Woogie! (run to your right) Ooo Boogie Woogie! (run to your left) Ooo Boogie Woogie! (run to your right) That's what it's all about! (jump on you right)</p> <p>(Repeat with other body parts: right hand, left foot, right foot, head, whole self, etc.)</p>		
DEBRIEFING / EVALUATION	Discuss how the movements and variations impacted the group's coordination and enjoyment. Which movement was the funniest?		
TIPS FOR FACILITATORS	<p>Facilitators should find national variation/translation of the song.</p> <p>Encourage creativity and full participation; keep the energy high and the atmosphere fun.</p> <p>Fun variations:</p> <ul style="list-style-type: none"> • Speed it up or slow it down: The leader can vary the pace of the song to make it more challenging or silly. • Mirror actions: Participants can pair up and mirror each other's movements to add a partner element. • Add your twist: Encourage participants to come up with their body parts or actions (e.g., elbows, knees, or even a funny dance move). 		

ACTIVITY 11.2			
TITLE	Moving Together		
OBJECTIVE(s)	Enhance synchronization and teamwork through a series of coordinated movements triggered by specific cues.		
PHYSICAL DIFFICULTY (1-5)	3	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Prepare a set of cues and corresponding movements.		
INSTRUCTIONS	<p>“You are walking around, randomly. When I clap, you have to stop all together. It is very important, that you try to be synchronized.”</p> <p>First practice this for a few times.</p> <p>Then add a rule “When I clap twice, squat down. Again, try to squat all at once.” Practice this.</p> <p>Then add a rule – “When I shout Jump!, you try to jump together, synchronized.” Practice this.</p> <p>Then add the rule that when you shout Hey! They have to together shout back Ho!</p> <p>Then start mixing those four rules.</p>		
DEBRIEFING / EVALUATION	Reflect on how well the group was able to synchronize their movements and what strategies they used.		
TIPS FOR FACILITATORS	Start with simple cues and gradually increase the complexity to challenge the group’s coordination.		

ACTIVITY 11.3			
TITLE	Park Puzzles		
OBJECTIVE(s)	Enhance orientation and reasoning skills through a series of location-based puzzles and physical activities.		
PHYSICAL DIFFICULTY (1-5)	2	COGNITIVE DIFFICULTY (1-5)	4
TIME	35 minutes		
MATERIALS	Prepared puzzles and clues, various physical activity props (e.g., benches, rocks).		
PREPARATION	Set up the puzzle stations around the park or natural area, ensuring each clue leads to the next location.		

Here is one example:

Puzzle 1: "Tree of Ages"

Clue:

"I stand tall and wise, with rings that count the years. To find your next clue, go where the biggest in the park lives."

Solution:

The next clue is at the largest tree in the area.

Puzzle 2: "Sunny Seat" + Activity (dips)

Clue:

"When the sun is high, I offer rest. Find me facing the light where you can sit and take a break."

Solution:

The next clue is under or near a bench that faces the sun.

Activity: To progress, everyone have to do 5 dips on the bench.

Puzzle 3: "Whispering Waters"

Clue:

"I flow gently, never the same, always in motion. Find your next clue where I sing my song."

Solution:

The next clue is near a stream, fountain, or any body of water in the park.

Puzzle 4: "Rock Solid" + Activity (jump)

Clue:

"I'm solid and strong, unmoving I stand. Your next clue is hidden where I provide a place to land."

Solution:

The next clue is hidden under or near a large rock or boulder.

Activity: They have to jump on the rock or over the rock.

Puzzle 5: "Petals of Color"

Clue:

"I bloom with colors bright, in beds of green I grow. Seek me out, and your next clue you'll know."

Solution:

The next clue is hidden in a flower bed or garden area.

Puzzle 6: "Bridge to Somewhere"

Clue:

"Over troubled waters, I carry you safe. To find your next clue, go where I make way."

Solution:

The next clue is under or near a small bridge in the park.

Puzzle 7: "Tall Guardian" + Activity (slalom around the trees)

Clue:

"With many arms, I stand in rows. Seek me where I guard the path that everyone knows."

Solution:

The next clue is near a line or grove of tall trees that line a pathway.

Activity: They run slalom around the trees.

Puzzle 8: "Hidden in the Green"

Clue:

"I'm a haven for all, where green leaves fall. Find me where the bushes grow tall."

Solution:

The next clue is hidden within a dense bush or hedge.

The last clue should be a congratulations message. For example:

Congratulations! You've successfully navigated the Park Puzzle, solving each puzzle with sharp reasoning and great teamwork. Your adventurous spirit and determination have led you to the finish—well done! Keep exploring, keep challenging yourselves, and remember that every step forward is a victory.

INSTRUCTIONS	Participants solve a series of puzzles that guide them through the park. Each clue leads to a new location where they must complete a physical challenge to progress.
DEBRIEFING / EVALUATION	Discuss the reasoning used to solve the puzzles and how physical activities integrated into the challenges.
TIPS FOR FACILITATORS	Ensure all puzzles and activities are safe and suitable for the participants; offer hints if needed to keep the group moving.

ACTIVITY 11.4			
TITLE	Gratitude Walk		
OBJECTIVE(s)	Promote emotional well-being and relaxation through mindful reflection on gratitude during a slow walk.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	2
TIME	15 minutes		
MATERIALS	None		
PREPARATION	Identify a peaceful walking route.		
INSTRUCTIONS	Guide participants on a slow walk, encouraging them to focus on what they are grateful for. Conclude with a group sharing session.		
DEBRIEFING / EVALUATION	Invite participants to share their reflections and how focusing on gratitude affected their mood.		
TIPS FOR FACILITATORS	Maintain a calm and reflective atmosphere; encourage participants to take their time and fully engage with the exercise.		

ACTIVITY 11.5			
TITLE	Reflection and Planning		
OBJECTIVE(s)	Reflect on the session and the entire program, and begin planning for the (optional) upcoming intergenerational session.		
PHYSICAL DIFFICULTY (1-5)	1	COGNITIVE DIFFICULTY (1-5)	3
TIME	15 minutes		
MATERIALS	None		

PREPARATION	Prepare questions for reflection and ideas for the intergenerational session.
INSTRUCTIONS	Participants reflect on their energy levels, the challenges of the session, and their overall experience in the program. Begin planning the intergenerational session by discussing favorite activities and how to share them with relatives.
DEBRIEFING / EVALUATION	Gather ideas for the intergenerational session and discuss what participants enjoyed most about the program.
TIPS FOR FACILITATORS	Encourage creativity and inclusivity in planning; ensure everyone's ideas are heard.



BLOOM Project website
<http://www.project-bloom.eu>