

Lifestyles Revisited
Educational Experiments in IG Environments



Zebra Formations / Belgium

Partnership Meeting at Beypazarı Kız Teknik ve Meslek Lisesi, Ankara, Turkey

28 - 29 May 2012

Lifestyle Variable 2



DOMESTIC ENVIRONMENTS AND LIVING CONDITIONS



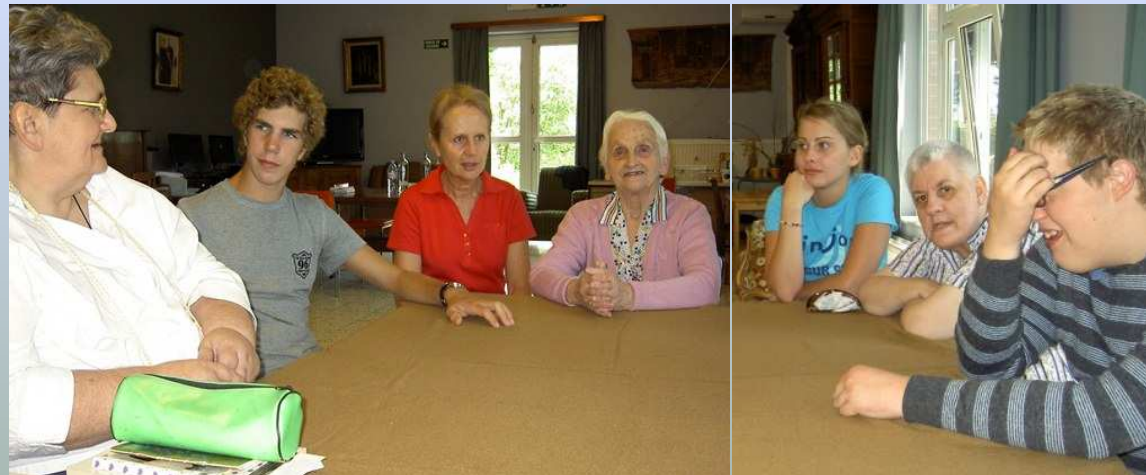
(1) Definition and characteristics of the IG Groups

TYPE 1

The SENIORS and ASSISTING STAFF belong to 2 out of 3 residential homes.
However participants were not always the same.

The JUNIORS are students that belong to 2 classes training to become Education Agents selected by their teacher in the College of Hannut.

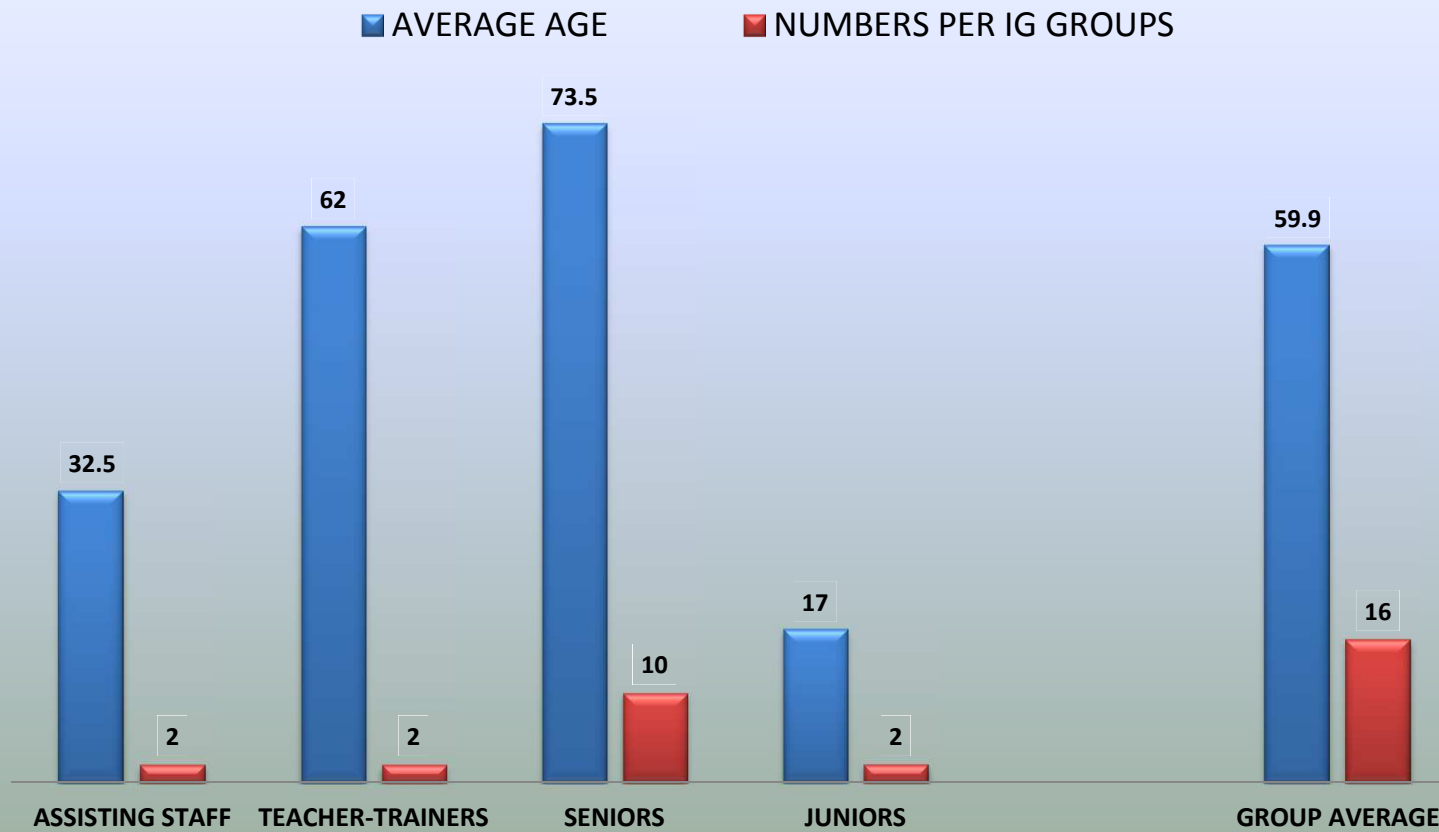
The total number of participants per group varied from 14 to 18 (between 28 and 36 for both institutions). The proportion of women is about 90 % and 65% of girls.



(1) Definition and characteristics of the IG Groups

TYPE 1

IG TARGET GROUP - TYPE 1





(1) Definition and characteristics of the IG Groups

TYPE 2

In this mixed IG group of adults ages varied on a scale from 25 to 76 and were divided into 2 sub-groups to analyse the impact of the age factor on several perceptions related to living conditions and residence styles: **ABOVE 50** and **UNDER 50**.

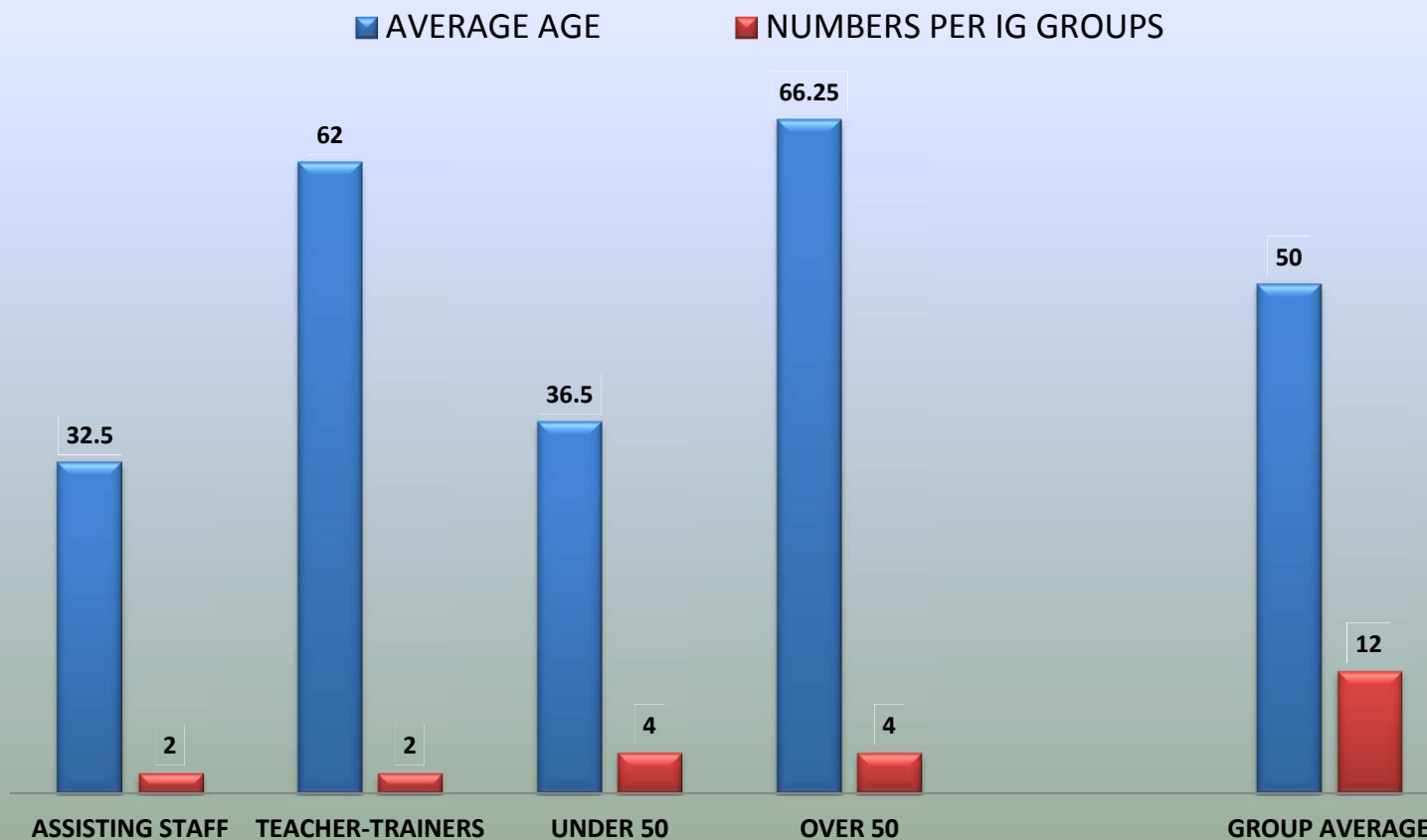




(1) Definition and characteristics of the IG Groups

TYPE 2

IG TARGET GROUP - TYPE 2





(1) Definition and characteristics of the IG Groups

TYPE 3

A group composed of 2 teacher-trainers and 6 Education Agent students (3 boys and 3 girls) formed for interviews and debate incentive for further discussions in type 1 groups. All the students had received previous on the field training and been in contact with people in need belonging to older generations (homes for seniors, institutions for disabled persons).



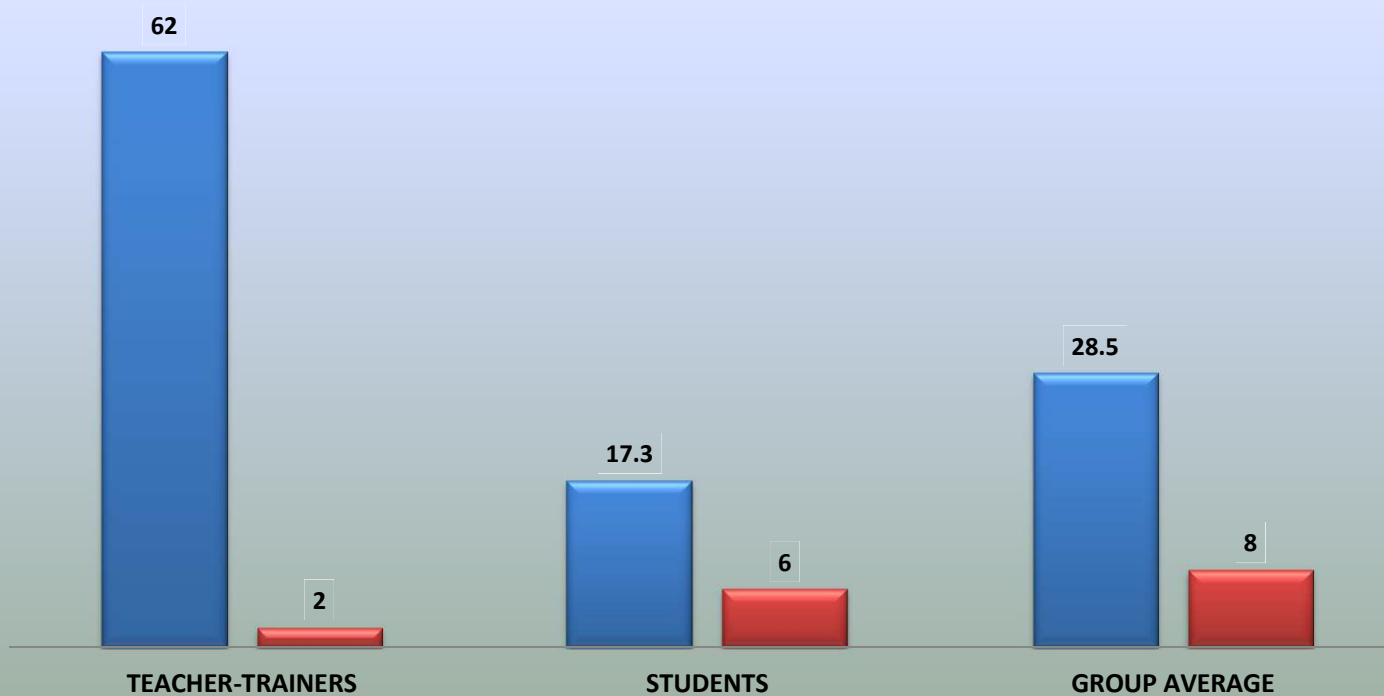


(1) Definition and characteristics of the IG Groups

TYPE 3

IG TARGET GROUP - TYPE 3

■ AVERAGE AGE ■ NUMBERS PER IG GROUPS





(2) Objectives of the IG workshops

Allow participants:

- to express and describe their aesthetic preferences for home decoration and to learn about each other's tastes in matters of living conditions.
- to compare and discuss their attitudes towards country and urban living.
- to exchange their views and feelings on what makes a place attractive to live in.
- to tell each other about their lifestyles environments and their evolution and to discover the existence of relative values regarding the way people live at home in different cultures across Europe.



(3) Methodology and description of the workshop activities

Type 1 groups: activities were supervised by trainers and assisting staff. The fact that Senior participants are unable to leave their residence requires specific working methods taking this aspect into consideration.

Therefore, props were used to stimulate discussions around the proposed themes: questionnaires, photographs and objects.

Juniors helped Seniors to answer questions and write their answers for reporting.





(3) Methodology and description of the workshop activities

Type 2 groups: The training course set up and offered by Zebra was targeted towards a class of adults subdivided into 2 age groups (**below** and **above** 50).

Techniques such as photo-language, survey questionnaires, role plays, case analysis and creative expression were used.



The lifestyle topic concentrated on a question put forward by the learners themselves: “**What makes us feel comfortable and happy at home?**”



(3) Methodology and description of the workshop activities

Type 3 groups: the idea was to get a group of young students express their personal views on generational lifestyles in the home, including themselves, their parents and other generations. Their opinions were collected in the form of filmed interviews to be shown to older generation members (in type1 groups) for their reaction.

The principal question debated was: **“In your opinion what makes the difference between the lifestyles of young people today and those of previous generations, especially in the way they live at home?”**





WORKSHOP I (Type 1 group):

“Ornamental and aesthetics tastes in the home”



Learners were presented with a number of objects found in a flea market and asked to give their preferences for each.

For example: figurines, paintings, cups and saucers, religious statuettes, etc.



A variation of this workshop was organised in the form of a game with unusual functional household objects.



WORKSHOP II (Type 2 group):

“Interiors: how do you feel at home?”

This training course was especially created for a group of 8 adults in search of answers to living condition questions. The intergenerational particularity stems from a subdivision into 2 age groups: **Under 50** (average = 36,5) and **Above 50** (average = 66,25).

Zebra proposed a structured course aimed at stimulating the learners' involvement in the transformation of their own living conditions and unsatisfactory lifestyles.

The participants were asked **to respond to various stimuli presented to them and to compare their attitudes and reactions towards different domestic lifestyles.**

The course was developed in 5 successive stages.



STAGE 1



Responding to an example of past living conditions in a modest quarter of Brussels in the 1960's and 70's. Photographs taken at that time and today were shown with explanations as incentives for discussion.



STAGE 2

Responding to a survey questionnaire on learners' self-satisfaction and perceptions of their own living conditions

- (1) Which room do you prefer in your home?
- (2) Where do you feel more at ease in your home?
- (3) In which room do you spend most of your time?
- (4) Do you go back home with pleasure?
- (5) Do you like showing your home to other persons?
- (6) Do want to change your interior?
- (7) What do you think other persons think of your home?
- (8) What would you change if you could?

The purpose of the questionnaire was not so much to draw statistics from their answers but to try and identify objects of dissatisfaction and obstacles to change.



STAGE 3

Learners were confronted to 10 pictures of mixed styles interiors which they had to classify in order of preference. Each person had to justify the reasons of their choices, expressing their likes and dislikes about interior styles.



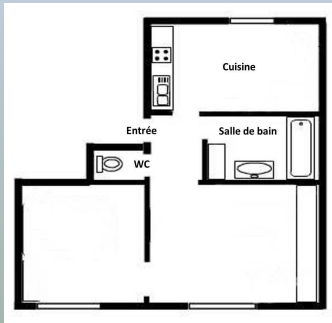


STAGE 4

Case study and role play dramatizing a fictional situation.

All learners were presented the fictional problem situation of a divorced mother (38), Arlette, with two grown up sons (16 and 17), having to live temporarily at her mother's (63).

The living conditions have become unbearable and Arlette has to find an apartment to fill with the only furniture she has (beds, cupboards, table, chairs, appliances, etc.).





STAGE 5 Evaluating and giving conclusions about feeling relaxed and happy at home.

An open discussion including all participants was arranged on the basis of a simple satisfaction questionnaire reviewing the principal task activities.

Both generation groups said they had enjoyed working together.





WORKSHOP III (Type 1 group):

Participants were asked to speak about their occupations when they were at home, the time spent on them and to say how they felt about them.

They described their personal involvement in sharing tasks with other members of the family.

Daily activities in the home: now and then



Cooking



Cleaning



Reading



Relaxing



Ironing





WORKSHOP IV (Type 1 group):

All participants were asked to reveal which was or still is the place they preferred living in (village, quarter, street) and to give the reasons of their choice.

Both Seniors and Juniors were then asked to complete a short questionnaire:

- 1/ What was / is the room in which you like(d) being most?
- 2/ What was /is your favourite piece of furniture?
- 3/ What was /is the object you cherish most?

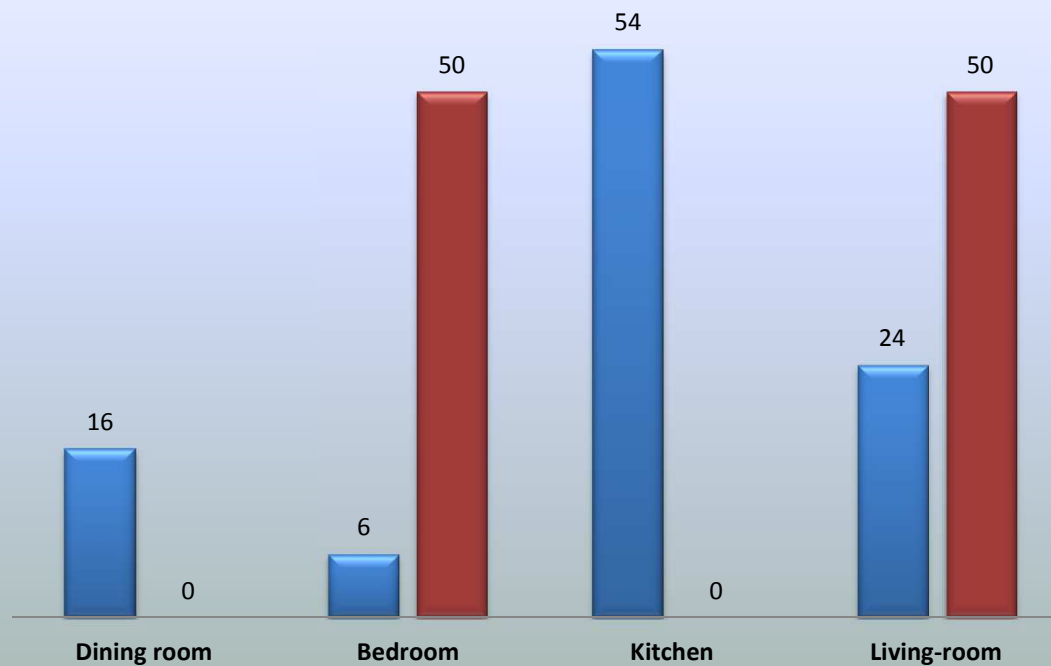
Perceptions of preferred living places





Room preferences (%)

■ SENIORS ■ JUNIORS



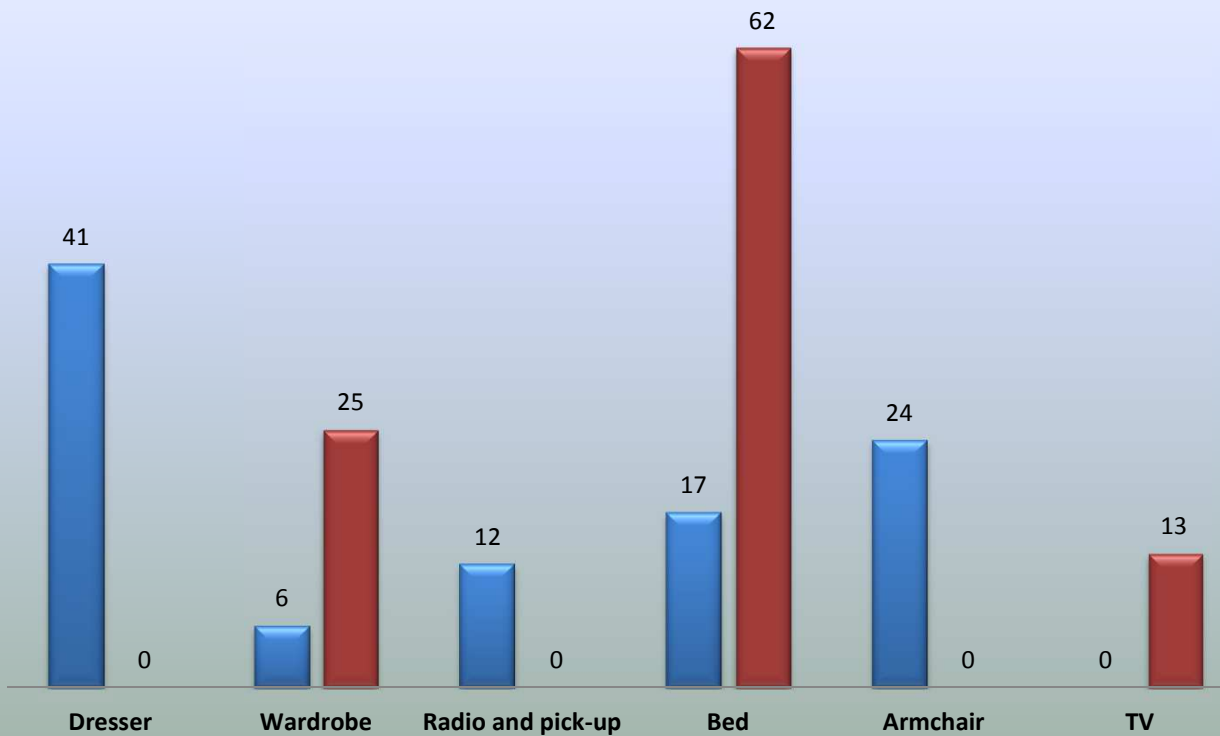
The ideal type (M.Weber) for **Seniors** would be the “eating place” (kitchen and dining room).

The ideal type for **Juniors** would be the bedroom and the living room.



Furniture preferences (%)

■ SENIORS ■ JUNIORS



The ideal type for Seniors would be the kitchen or dining room dresser.

The ideal type for Juniors would be the bed.



SENIORS

Seniors appreciate objects that have a **sentimental value**:
A lamp, a record player (pick-up), ornaments (rabbits, photo frame, dolls), Christian cross, silverware, wristwatch, soup bowl, etc.
They are usually gifts received or souvenirs.



JUNIORS

Juniors appreciate **“functional” objects**; their value is linked to what they can do with them: Computer, TV set, Gameboy, mobile phone, mp3 player, etc.
They were usually linked to leisure time and activities.



WORKSHOP V (Type 1 group):

Each generational subgroup was asked to say what they knew about past and contemporary domestic devices and equipment. The knowledge included instructions on how to use the apparatus and an evaluation of its usefulness. During the comparison and discussion period each person shared his or her experience and know-how about the objects.

Generational household appliances





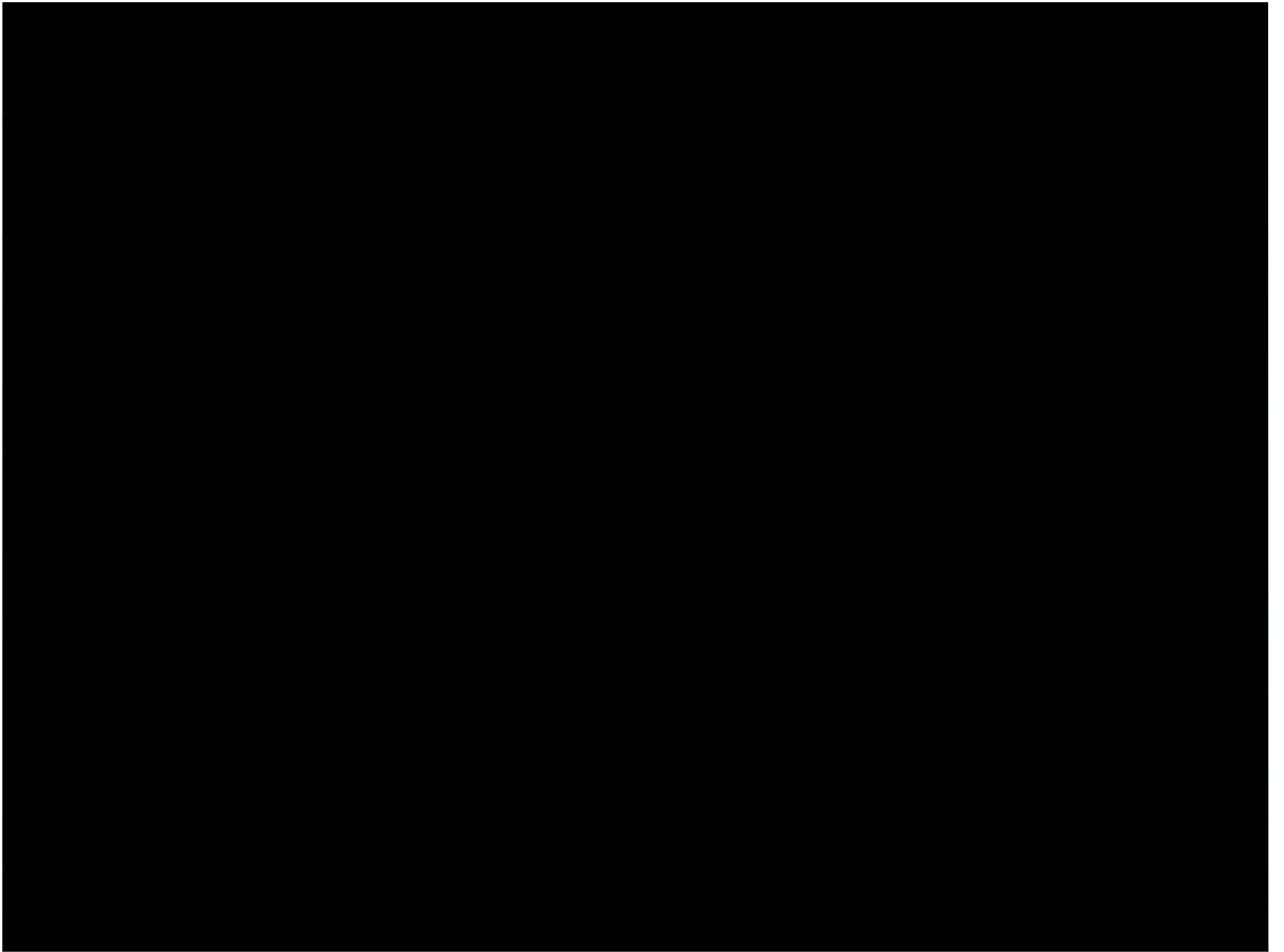
WORKSHOP VI (Type 3 group):

Past and present lifestyles in the home

The students were gathered in a school classroom for filmed interviews. They had time to prepare their answers to a certain number of questions about the way they perceived differences between generations regarding their domestic lifestyles and occupations at home.

Their interviews were recorded on film for later presentation to Type 1 groups.







(4) Results obtained from the various workshops and activities in terms of learning / teaching pedagogy and IG experiments.

(a) Discoveries about living and habitation lifestyles

- For type 1 groups (Juniors / Seniors)

The fundamental factor determining differences in living styles is physical mobility or the lack of it which is directly related to your individual freedom and the possibilities of making changes. Usually still living with their parents the younger generation remains partly dependent in its lifestyle choices. Seniors living in residences have lost the faculty of doing as they please and look back nostalgically on the days they had their own home, whereas juniors look forward to the days they will have their own.

- For type 2 groups (Below 50 / Above 50)

Both generations in these groups share a common difficulty: finding the right place to live in comfortably and in harmony with your surroundings. Therefore the determining factor is not so much age but features related to income, culture and personality.

- For type 3 groups (Education Agent Students)

Surprisingly the vast majority of students insisted on the lack of family relationships in homes today. Their perceptions of past domestic lifestyles reflected their own isolation and an aspiration for more contacts between family members. They imagined their parents' generation sharing more household activities together with children helping and taking part in home tasks.



(4) Results obtained from the various workshops and activities in terms of learning / teaching pedagogy and IG experiments.

(b) IG transmission during workshops and activities

- For type 1 groups (Juniors / Seniors)

As for lifestyle variable 1 (eating habits) the exchange and sharing of knowledge in pairs or in small groups was established easily. All groups, including assisting staff and teacher-trainers, learnt a lot about each other's habitation styles, each of them being receptive and respectful of expressed individual tastes and inclinations.

- For type 2 groups (Below 50 / Above 50)

Transmission was usually in one direction: from Below 50 to Above 50. It was most efficient during the creative exercises in mixed groups during which the Below 50 were able to stimulate and propose positive alternatives in living conditions, breaking the resistance of the Above 50.

- For type 3 groups (Education Agent Students)

Due to the type of workshop transmission from one generation to another was limited to an exchange of perceptions that were confirmed by each generation. All agreed that living conditions determined lifestyles, attitudes, behaviour and relationships at home that could only be accepted as a given fact.



(5) Assessment of the degree of adaptability of the activities to different institutional and organizational contexts.

WORKSHOP I Ornamental and aesthetic tastes in the home.

The pictures must be selected so they can be easily identified by learners. The objects should be chosen carefully in order not to represent a too high degree of “mystery”.

WORKSHOP II Interiors: how do you feel at home?

The training course should be prepared with the students themselves making sure that their specific needs are taken into account and that they express their own objectives.

The 5 stages can easily be reproduced providing the stimuli are identifiable and meaningful for the learners. The role play situation must be adapted to the local context, lifestyle habits and norms.

WORKSHOP III Daily activities in the home, now and then.

No difficulty for adjusting.

WORKSHOP IV Perceptions of preferred living places

No difficulty for adjusting.

WORKSHOP V Generational household appliances

Appliances should not necessarily be identifiable by all learners but should be culturally relevant.

WORKSHOP VI Past and present lifestyle in the home

Questions have to be carefully targeted taking the learners’ background into account.