

Abstract (in English):

This work deals with the selection of educational opportunities for seniors with an emphasis on clients of social facilities, where there are not always enough erudite workers who would be able and willing to prepare activation programs according to the most internal needs of accommodated seniors. The quality of life of a surviving and often seriously ill senior can be maintained or at least slowed down by means of appropriately selected activities so that he feels that his life has meaning until the last moment.

In the theoretical part of the work, attention is paid to the main theoretical framework of senior education - gerontology and the resulting forms of senior education. On the one hand, these are activities close to the academic environment - academies of the third age and similar, and on the other hand, there is a wide range of activation techniques, of which the greatest scope is given to reminiscence therapy. Simply put, these two groups of educational activities form a kind of imaginary boundary points in the education of seniors - academies of the third age and similar for independent, self-sufficient, sufficiently motivated and vital seniors, while the second group is more targeted at clients of social facilities who suffer a number of limitations, such as health, they lack motivation and lose the meaning of life.

The practical part of the thesis describes in detail a specific variant of the reminiscence therapy program using elements of other activation techniques (cognitive training, movement therapy, creative techniques) in social services, which is designed by teaching techniques of feminist pedagogy and the search for meaning according to V. E. Frankl. Prior to the actual presentation, a short survey of the level of skills, motivation and interests of the participants took place. A short reflection is prepared on the course of the program and its outputs.