

LEARNING ACTIVITIES/TEACHING STRATEGIES:**1. Identify significant seniors in one's own life and analyze their life span phase.****1-1 Introductory Activity: Grandparenting**

Put on granny glasses , a shawl, and sit down in a rocking chair. Read two (2) children's books-- *A Special Kind of Trade* and *Nana Upstairs and Nana Downstairs*. Pass out peppermint candies to the students after reading the stories. Ask the students the following questions to guide the discussion:

1. Were you able to relate to either of these stories?
2. What are some special things you have done with or remember about your grandparents?
3. Is there any food you especially associate with your grandparents?
4. How many of you have had a special relationship with either a grandparent or older friend or neighbor?
5. What do you see as the role of a grandparent?
6. How are grandparents of today different from grandparents:
-25 years ago? - 50 years ago? - 100 years ago?
7. Do you think that there would be differences between grandparents in other countries?
 - If so, what would they be?
 - How would grandparents of the world be the same?

1-2 About Grandparents...

Have students complete the student activity guide, **ABOUT GRANDPARENTS...**, on page II-D-9. Upon completion, discuss the student answers as a class. Define the term *grandparent*.

GRANDPARENT: The parent of your father or mother.

(An overhead transparency pattern of this definition is provided on page II-D-10)

1-3 Phases of the Life Span

Using the teacher background information, **PHASES OF THE LIFE SPAN**, on page II-D-11, and the overhead transparencies on pages II-D-12 and II-D-13 as guides, present the materials on the phases of the life span and how our society has moved to an older population, and is moving more in that direction every year. The students can complete the corresponding student activity guide (page II-D-14) if desired.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

2. Analyze similarities between senior citizens and teens.**2-1 Introductory Activity: Similarities**

Teens and seniors have a lot in common--much more than they think. Some of the similarities are listed on page II-D-15. Address these similarities with the students and see if they can think of others to add to the list.

2-2 Teens and Seniors Panel

Have some senior citizens come to the class and share their concerns with the youth. Then have the youth share their concerns with the seniors. The similarities and contrasts will be interesting. As a result, the youth should have a greater understanding of the senior's lifestyles and the seniors will be more in touch with the youth.

2-3 Common Tasks

Cover the room with a variety of pictures of older people performing different tasks and involved in a variety of activities (golf, computers, food preparation, reading, shop work, yard work, watching television, etc.) Have the students identify which tasks seniors do that are similar to those that teens do.

Note: Resources for pictures could be the Modern Maturity magazine, and the magazine for "Women over Forty", mail order catalogs, etc.

3. Describe common stereotypes of senior citizens and teens.**3-1 Introductory Activity: Stereotypes**

Hold up some pictures of elderly people. Have the students write one word impressions of these people. To illustrate that our stereotypes are often wrong, give a brief synopsis of the life of the persons pictured. Discuss how these people do not fit some of the stereotypes given them.

Then hold up some pictures of teenagers. Have the students look at these pictures as though they were elderly and write down what their prejudices about that teen might be. Give the story behind the teen to illustrate that those stereotypes might be wrong.

Using the teacher background information, **IS IT TRUE WHAT THEY SAY ABOUT AGING?**, on pages II-D-16 and II-D-17 and the overhead transparency provided on page II-D-18 have the students brainstorm and discuss some of the common myths about seniors.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

The little story of **TODAY'S GRANDMA** on page II-D-19 depicts that seniors today are not like they used to be!

3-2 Look Closer--See Me

Read and discuss the poem, **LOOK CLOSER--SEE ME**, on page II-D-20. This poem was found among the possessions of an elderly lady after her death in the geriatric ward of Asludie Hospital, near Dundee, Ireland.

4. List contributions that seniors make to the family and community.**4-1 Grandparenthood**

Using the teacher background information, **GRANDPARENTHOOD**, on pages II-D-21 and II-D-22 and the overhead transparencies on pages II-D-23 through II-D-26 as guides, present the major concepts regarding seniors and aging. Have the students complete the corresponding student activity guide on page II-D-27.

4-2 The Incredible Elderly

Read stories of people accomplishing impressive things at an advanced age. As the stories are being read, have the students write questions they would like to ask these people if they could meet them. As the accomplishments are brought forth, emphasize that just because these people "retired from a job", they didn't retire from living! They continue to contribute to themselves, their families, communities, and nations. (See additional resource on page II-D-28.)

Examples of people the teacher might read about are:

- Grandma Moses
- Benjamin Franklin
- Older community and state leaders
- Dick Bass
- 90-year-old lady still leading mountain climbs
- 80-year-old jogger or bungee jumper
- 79-year-old Rhodes scholar participating in a peace march
- The Pope
- Carmen
- Lee Iacocca
- Past-president Jimmy Carter
- Grandparents who are Scout leaders
- Nelson Mandela

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

5. Identify special needs of elderly persons and propose ways in which teens and seniors can support each other and be friends.

5-1 Service With A Smile

Using the teacher background information, **SERVICE WITH A SMILE**, on page II-D-29 and the overhead transparency on page II-D-30 as guides, present the materials on ways teens and seniors can support each other and be friends. The students can complete the corresponding student activity guide (page II-D-31) if desired.

5-2 Learn From Seniors

Assign the students to learn how to do something from one of their grandparents or another senior citizen. Have them try to find a skill, craft, or recipe that is special to the grandparent and that the teen will enjoy learning. Upon completion, have the students share their experiences with the rest of the class.

5-3 The Elderly Lab

Have the students participate in the **ELDERLY LAB** as outlined on page II-D-32. Patterns for signs at the five stations are provided on pages II-D-33 through II-D-35. Have the students complete the corresponding activity guide (II-D-36 and II-D-37) as they go through the stations.

RESOURCES:

Books:

Paola, Tomie de, *Nana Upstairs and Nana Downstairs*. Penguin Putnam Books, 345 Hudson St., New York, NY 10014. 1978. ISBN: 0-14-050290-4.

Fox, Mem, *Wilfrid Gordon McDonald Partridge*. Kan Miller Book Publishers, P. O. Box 315029, Brooklyn NY 11231-0529. 1985. ISBN 0-916291-049.

Wallechinsky, David and Amy Wallace. *The People's Almanac Presents The Book of Lists The '90's Edition*. Little, Brown and Company, New York. ISBN: 0-316-92079-7.

