

Name _____ Period _____ Date _____

ABOUT GRANDPARENTS...

If I could choose a set of grandparents, I'd want them to be...

My grandparents are a part of me. Physical and behavioral characteristics I have that are like theirs are...

The thing I like most about my grandparents when I am with them is...

When I am a grandparent I will...

These are some of my favorite things to do...	These are some of my grandparents' favorite things to do...
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I like to talk about...	My grandparents like to talk about...
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TEACHER BACKGROUND INFORMATION

PHASES OF THE LIFE SPAN

Aging is a general term used for various biological, psychological, and sociological processes whereby an individual acquires the socially defined characteristics of old age. The same definition could be used for teenagers--a general term used for various biological, psychological, and sociological processes whereby an individual acquires the socially defined characteristics of adolescence.

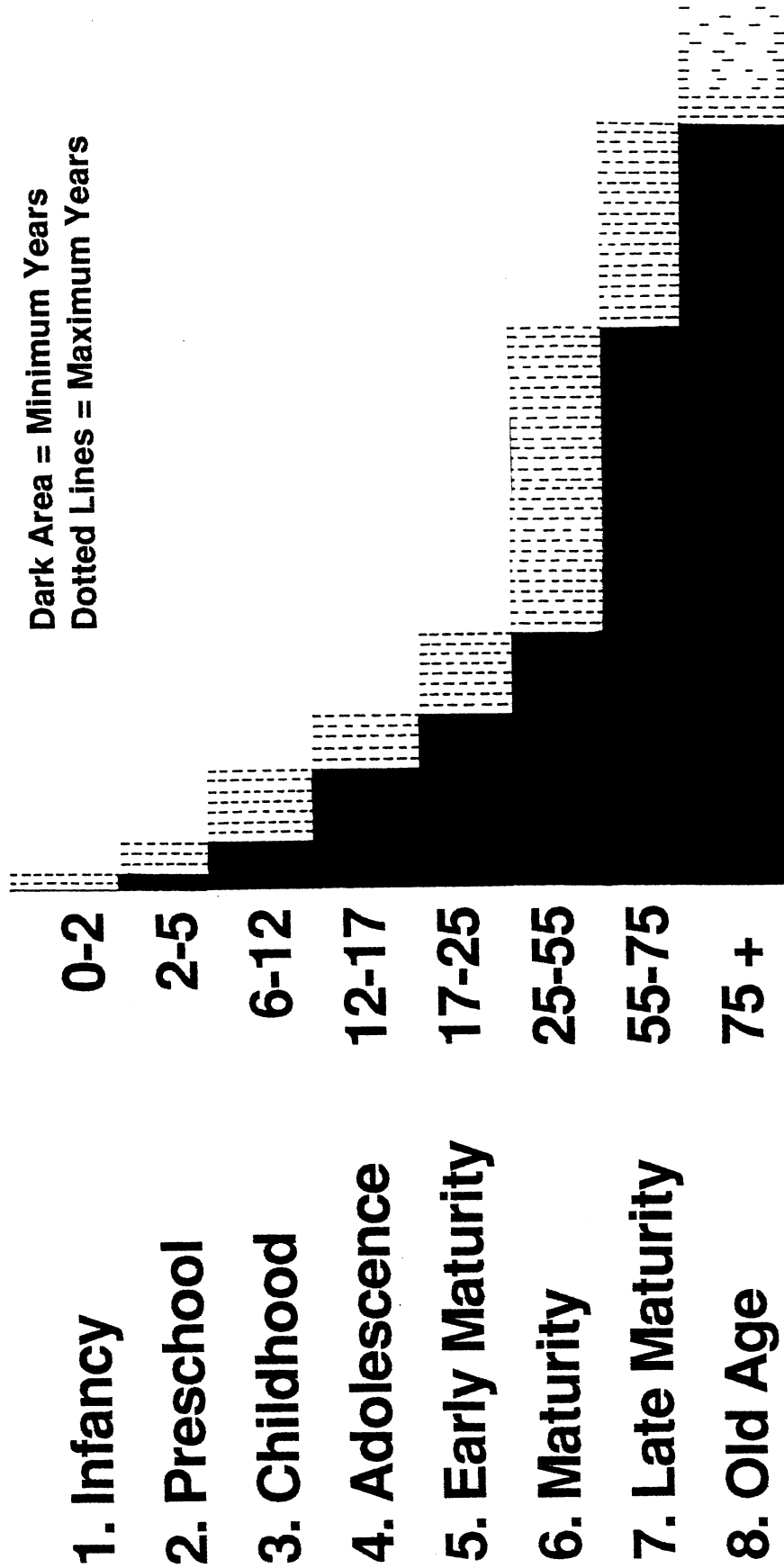
Teens tend to look at adults (those 25 and over) as having "one foot in the grave". What many do not realize is that the larger portion of an individual's life is spent in early maturity to old age. Adolescence lasts for approximately nine (9) years whereby maturity to old age lasts for nearly 50. (See the overhead transparency on page II-D-12.)

The American population is rapidly becoming older due to four major factors (See the overhead transparency on page II-D-13.) These are:

1. **Decrease in immigration.** Sending nations tend to experience a faster aging population while the receiving nations experience younger populations. America lost an important source of new young citizens when the large waves of European immigrants ended around 1940.
2. **Improvements in sanitation and medicine** have increased life expectancy. The average life expectancy in 1902 was 49.6 years; in 1971 it was 70.1 years. At present, if a man reaches 65, he can expect to live 80 years, on the average. If a woman reaches age 65, she can expect to live 85 years, on the average.
3. **Improvements in agricultural and industrial technology** have helped reduce mortality rates (death rates). In 1900, the mortality rate was 27 deaths per 1,000 people, while in 1972 the mortality rate was 9.4 per 1,000 people.
4. **Birth control, abortion, and family planning** have been instrumental in reducing the birth rate. There is a lower rate of children being born, and coupled with the fact that people are living longer, the population in the United States is getting older.

If you live the average length of time, you'll be old longer than you're young.

PHASES OF THE LIFE SPAN



**AN AGED
POPULATION =**



Decrease in Immigration



Gain in Life Expectancy



Reduction in Mortality Rates



Decline in Fertility

Name _____ Period _____ Date _____

PHASES OF THE LIFE SPAN

Aging means _____

Adolescence lasts for approximately _____ years.

Maturity to old age lasts for _____ years.

What does this comparison mean for your life?

The American population is rapidly becoming older due to the following four factors:

1. _____ which means _____

2. _____ which means _____

3. _____ which means _____

4. _____ which means _____

**THE FOUR-YEAR-OLD WAS OVERHEAD ASKING,
"ARE THE GRAMMY AWARDS FOR THE BEST GRANDMOTHERS?"**

THE SIMILARITIES BETWEEN TEENS AND SENIORS



- They are at a crossroads in their lives and have anxieties about the future



- the elderly are into the empty nest time of life
- the youth are preparing to take on the nest



- Their emotions cycle severely because of hormonal changes
 - the elderly's hormones are shutting down
 - the youth's hormones are becoming more active



- Their bodies are in a state of change
 - the elderly are slowing down
 - the youth are speeding up



- They are both heavy users of drugs
 - the elderly use prescription drugs
 - the youth use substances



- They are obsessed with excess time
 - the elderly person's responsibilities have diminished
 - the full impact of the youth's responsibilities is yet to come



- They both suffer from dimensions of loneliness and depression because they are largely unemployed



- the elderly are out of the work world now and don't feel needed anymore



- the youth are not in the work world yet and don't have the sense of being needed



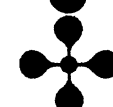
- They are concerned about their independence
 - the elderly from their children
 - the youth from their parents



- They are preoccupied with driving
 - the elderly to maintain driving status
 - the youth to begin



- They are both victims of discrimination
 - the elderly are too old
 - the youth are too young



- They are both prime candidates for abuse and criminal activity
 - the elderly have lost their strength and the ability to defend themselves



- the youth haven't learned how to defend themselves yet



- They face disapproval of any marriage plans
 - the elderly from their children
 - the youth from their parents

- They don't have much money
 - the elderly often live on social security or fixed incomes
 - the youth must depend on their parents for spending money

**TEACHER BACKGROUND INFORMATION
IS IT TRUE WHAT THEY SAY ABOUT AGING?**

Society says: Old age starts at 65.

The truth is: Aging is a natural development of life. Chronological aging begins at birth and ends at death. Aging is a continuous process and there is no inevitable change that takes place at any certain age in the process. Different parts of the body age differently and at different times. Some people are young at 80 while others are old at 40.

Society says: All older people are alike.

The truth is: There is no stereotyped older person just as there is no stereotyped younger person. The older person is as different from his/her peers as the younger person, and even more so because the variables in his/her experiences are greater, thus making him/her a unique human being.

Society says: Senility is inevitable in old age.

The truth is: Functional senility is usually brought on or hastened by isolation, traumatic experiences, and stresses such as loss of job, economic problems, death of loved ones, vision or hearing problems, loneliness, boredom, forced retirement, or fear and frustration of growing old in our society. In cultures where that fear is absent and old age is esteemed, senility is not a common problem. Functional senility is reversible when the causing conditions are removed and dramatic recovery can be effected.

Society says: Older people should avoid physical challenge and exercise.

The truth is: Physical challenge and exercise are important factors in the preservation of good physical and mental functions for the older person. The functional capacities of the body can be maintained and augmented only through moderate challenge, exercise, and activities. It is only through excesses that dangers arise. The rate of aging will be retarded if all human functions are employed to their maximum reasonable capacities.

TEACHER BACKGROUND INFORMATION
IS IT TRUE WHAT THEY SAY ABOUT AGING? - Page 2

Society says: You can't teach an older person new tricks.

The truth is: The ability to learn declines very slowly. The ability to learn at the age of 80 is approximately the same as at age 12. Older persons can learn and do!

Society says: Most older persons suffer memory loss.

The truth is: Chronic poor memory is unnatural at any age. Any kind of memory, short-term or long-term, has to do with perceiving information, storing it, and retrieving it. Consequently, it appears that poor memory is often a symptom of extreme disinterest. Environment, interruption, input, and anxiety can block retrieval and play a part in memory loss.

Society says: Older people go through a second childhood.

The truth is: The concept of a second childhood is a myth which must be discarded by everyone who relates to older people. They should be treated on all occasions as mature adults who have had a lifetime of rich experiences and gained much knowledge. If we think highly of them and respect them, they will respond accordingly.

Society says: Employers generally are not satisfied with the work performance of their older employees.

The truth is: Older workers generally have been shown to do a good job. They are more conscientious and have less absenteeism and turnover than their younger counterparts.

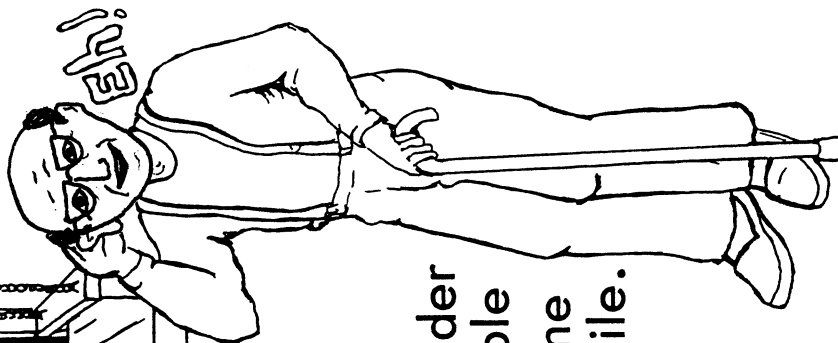
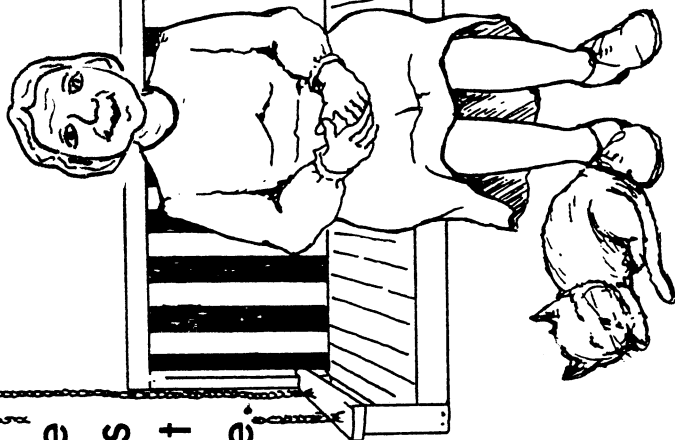
Society says: Old age is a disease.

The truth is: Old age is a state of mind, afflicted by pathology, economic deficits, or inadequate and improper milieu. The spirit is ageless even though it must be cloaked in slowly altering and aging physical features. Many societal attitudes toward the aging create unfair and negative stereotypes.

Myths & Stereotypes

People over 65 years of age are not productive.

Older people withdraw from society.



All older people become senile.

SOCIAL SECURITY

A large percentage of older people have limited incomes.



GOLDEN YEARS

Old age is a time of

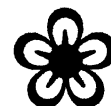
TODAY'S GRANDMA.

THE OLD ROCKING CHAIR WILL BE EMPTY TODAY
FOR GRANDMA IS NO LONGER IN IT;
SHE IS OFF IN HER CAR TO HER OFFICE OR SHOP
AND BUZZES AROUND EVERY MINUTE.

NO ONE CAN SHOVE GRANDMA BACK ON THE SHELF
SHE IS VERSATILE, FORCEFUL, DYNAMIC;
THAT ISN'T A PIE IN THE OVEN, YOU KNOW--
HER BAKING TODAY IS CERAMIC.

YOU WON'T SEE HER TRUNDLING OFF EARLY TO BED
FROM A PLACE IN A WARM CHIMNEY NOOK,
HER COMPUTER CLICKETY-CLICKS THROUGH THE NIGHT
FOR GRANDMA IS WRITING A BOOK.

SHE ISN'T CONTENT WITH CRUMBS OF OLD THOUGHT
WITH MEAGER AND SECOND-HAND KNOWLEDGE;
SO DON'T BRING YOUR MENDING FOR GRANDMA TO DO
FOR GRANDMA HAS GONE BACK TO COLLEGE!

LOOK CLOSER--SEE ME

What do you see, nurses, what do you see?
 Are you thinking when you are looking at me--
 A crabby old woman, not very wise,
 Uncertain of habit, with far-away eyes,
 Who dribbles her food and makes no reply
 When you say in a loud voice, "I do wish you'd try."
 Who seems not to notice the things that you do,
 And forever is losing a stocking or shoe.
 Who unresisting or not, lets you do as you will,
 With bathing and feeding, the long day to fill.
 Is that what you're thinking, is that what you see?
 Then open your eyes, nurse, YOU'RE NOT LOOKING AT ME!

I'll tell you who I am, as I sit here so still;
 As I use at your bidding, as I eat at your will.
 I'm a small child of ten with a father and mother,
 Brother and sisters, who love one another;
 A young girl of 16 with wings on her feet,
 Dreaming that soon now a lover she'll meet;
 A bride soon at 20--my heart gives a leap,
 Remembering the vows that I promise to keep;
 At 25 now I have young of my own
 Who need me to build a secure, happy home;
 A woman at 30, my young now grow fast,
 Bound to each other with ties that should last.
 At 40 my young sons have grown and gone,
 But my man's beside me to see I don't mourn;
 At 50 once more babies play round my knee,
 Again we know children, my loved one and me.
 Dark days are upon me, my husband is dead,
 I look at the future, I shudder with dread.
 For my young are still rearing their own,
 And I think of the years and the love that I've known.

I'm an old woman now and nature is cruel--
 'Tis her jest to make old age look like a fool.
 The body it crumbles, grace and vigor depart,
 There is now a stone where I once had a heart.
 But inside this old carcass a young girl still dwells,
 And now and again my battered heart swells.
 I remember the joys, I remember the pain,
 And I'm loving and living life over again.
 I think of the years all too few--gone too fast;
 And accept the stark fact that nothing can last.
 So open your eyes, nurses, open and see,
 Not a crabby old woman, look closer--SEE ME!



TEACHER BACKGROUND INFORMATION GRANDPARENTHOOD

It is important to remember as we discuss grandparents that even though some grandparents may have passed away, some may live too far away for personal contact, and some grandparents may not be known. There are elderly people with whom we associate everyday that fill the role of grandparents in our lives. Grandparenthood is accepted by some as a means of emotional self-fulfillment without the stresses of parenthood and respected by others due to advancing age.

There are five types of grandparents: (See overhead transparency - page II-D-23.)

1. **Formal:** These grandparents do special favors for the grandchild, yet they leave the parenting responsibilities to the parents.
2. **Fun Seekers:** These grandparents display small amounts of authority and discipline while sharing leisure time activities with their grandchildren.
3. **Distant Figures:** These grandparents tend to ignore their grandchildren except on special occasions.
4. **Surrogate Parents:** These grandparents are given parental responsibilities for their grandchildren by the parent(s).
5. **Suppliers of Family Wisdom:** These grandparents act as dispensers--teaching skills and giving advice.

The value of the grandparent role depends on three things: (page II-D-24)

1. **The person's age at the time they become grandparents--**the younger the individual, the more likely it will be that personal contact will increase.
2. **Whether or not the grandparent role interferes with other roles--**if grandparents are still working and are active traveling or in the community, a lot of time may not be available to spend with children or grandchildren.
3. **Control of the amount of association with the grandchild--**Some grandparents may not be able to visit grandchildren frequently because of legal or parental restrictions. However, many grandparents choose how much time to spend with their grandchildren.

TEACHER BACKGROUND INFORMATION
GRANDPARENTHOOD - Page 2**Grandparents and the community :**

Activity within the community depends upon a persons interest, health, mobility, and reasons for making life meaningful. Seniors can contribute to the community in the following ways: (See overhead transparencies on pages II-D-25 and II-D-26.)

1. Church-Related Activities

Seniors may contribute to their church by making items for bazaars and socials. Their wisdom may be used in teaching youth groups or adult groups.

2. Employment Associated/Professional Organizations

Seniors have more time available to use their expertise in contributing to organizations. They may even be called to substitute or travel for the company that they retired from.

3. Civic/Political Organizations

Time is now available to join political organizations to help pass bills or support favorite candidates. Many seniors will volunteer time at hospitals or charity organizations.

4. Informal Leisure-Time Activities

Social leagues: Some seniors are involved in bowling, golf, playing cards, or other men's and women's clubs or groups. These provide avenues for socialization which are important for the mental health of seniors.

Family life: Some seniors become more involved with their families and are free to spend more time with them.

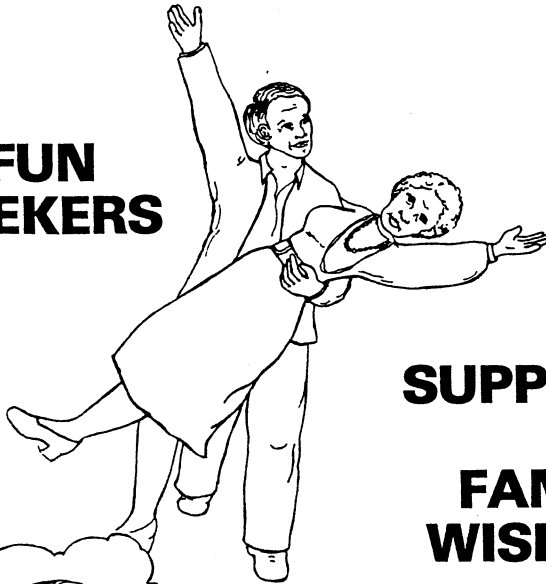
Hobbies: Seniors may choose to spend a great deal of time fishing, traveling, gardening, doing needlework, or making things in their wood shop--basically doing the things they've always wanted to do and didn't have time for.

Homemaking: The standard homemaking chores can be done at a more relaxed pace, and may be more enjoyable for the senior.

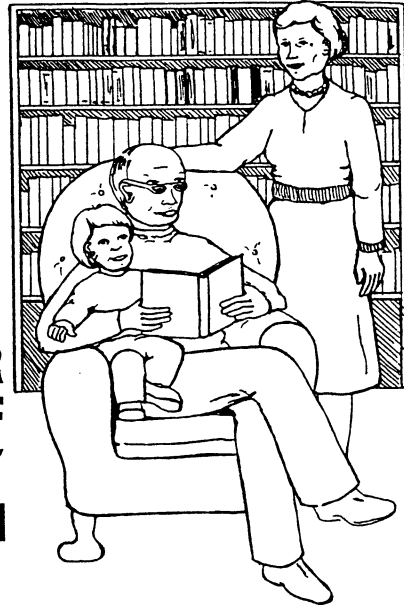
(Adapted from Aging Curriculum University of Missouri-Columbia)

TYPES OF GRANDPARENTS

**FUN
SEEKERS**



**SUPPLIER
OF
FAMILY
WISDOM**



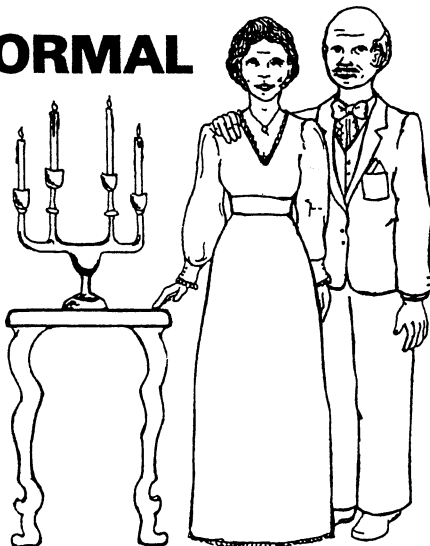
DISTANT FIGURES



**SURROGATE
PARENTS**



FORMAL



The Value of the Grandparent Role

Depends Upon: ❁

❁ *The person's age at the time they become grandparents.*

❁ *Whether or not the grandparent role interferes with other roles.*

❁ *Control of the amount of association with the grandchild.* ❁

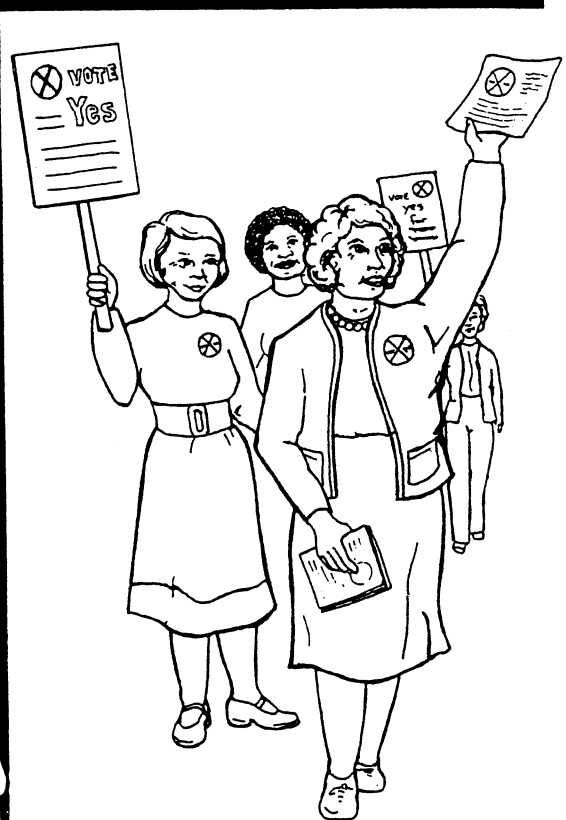
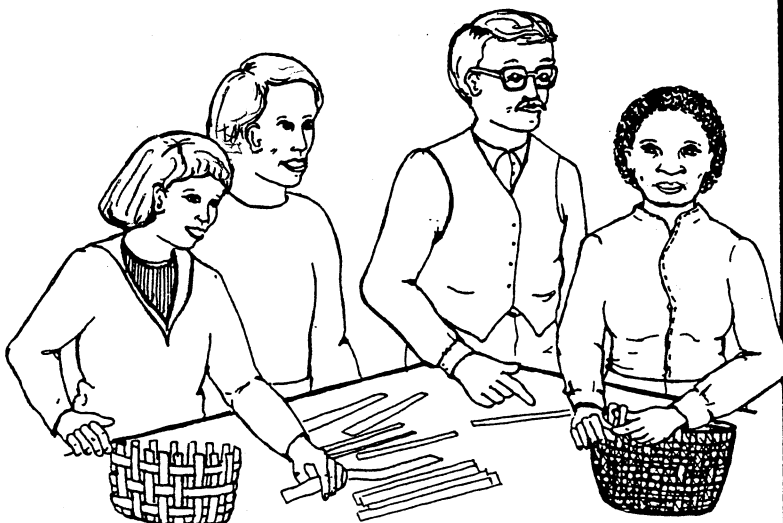
Categories For Organized Leisure-Time Activities



Church-Related

Employment-Associated

Professional



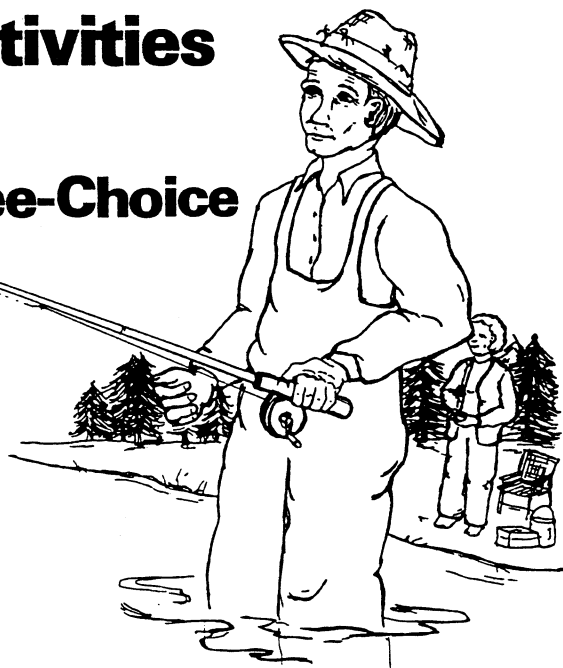
Civil/Political

Categories For Informal Leisure-Time Activities

Homemaking

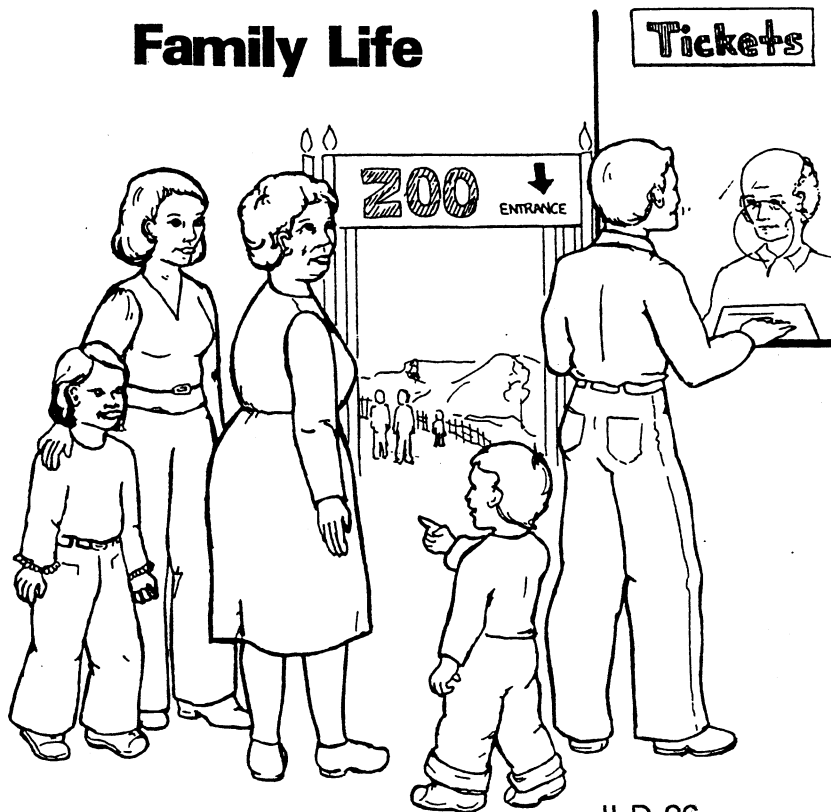


Free-Choice



Informal Personal/ Social Relations

Family Life



Social League



Name _____ Period _____ Date _____

GRANDPARENTHOOD

What is the definition of a grandparent? _____

Match the grandparent type to the definition by drawing a line from the type to the definition

Type	Definition
Distant figures	Do special favors for grandchild but let parents discipline
Fun seekers	Teach and advise grandchild
Suppliers of Wisdom	Ignore grandchildren except on holidays
Formal	Do some disciplining and share leisure time with grandchildren
Surrogate parents	Are given parental responsibilities for their grandchildren.

The value of the grandparent role depends on three things.

1. _____
2. _____
3. _____

List some ways that grandparents contribute to the community. Give an example.

1. _____
2. _____
3. _____
4. _____

YOU'RE NEVER TOO OLD

The following information is to be used as a teacher resource in discussing people who have accomplished things at an advanced age.

Name	Achievement	Age
David Eugene Ray	Learned to read	99
Mieczyslaw Horzowski (Tennessee)	Classical pianist; recorded new album	99
Kin and Gin -twins (Japan)	Recorded CD hit; starred in TV commercial	99
Beatrice Wood	Exhibited her latest ceramic work	98
Martin Miller (Indiana)	Working full time as a lobbyist for senior citizens	97
Katherine Everett (North Carolina)	Practices law	96
Martha Graham	Dance instructor of performing dance troupe	95
George Burns	Acting comedian	96
Dame Judith Anderson	Gave one hour benefit performance	93
Paul Spangler	Completed his 14th marathon; swam 1500 meters in 52 minutes, 41.53 seconds to set a world record for the over-90 age group	92
Hulda Crooks	Climbed Mt. Whitney	91
Armand Hammer	Headed Occidental Petroleum Co.	91
Doris Eaton Travis	Graduated from Univ. of Oklahoma	88
Mary Baker	Founded Christian Science Monitor	87
Phyllis Whitney	Published her 71st book	87
Katherine Pelton	Swam 200 meter butterfly	86
Ed Benham	Ran marathon in 4 hr. 17 min 51 sec	84
Amos Stagg	Coached College of the Pacific football team	84
Benjamin Spock	Demonstrated for world peace	83
Sidney Yates	Started 15th term in Congress	83
Ben Franklin	Invented bifocals	83
Jacob Blitzstein	Graduated from high school	81
Mary Bruce	Flew a loop-the-loop	81
L.F. Stone	Published a best seller	81
A. Graham Bell	Invented the hydrofoil; broke world speedboat record	72

TEACHER BACKGROUND INFORMATION SERVICE WITH A SMILE

The fear of criminal violence is the major concern of the elderly in America. Though there is less crime among the elderly than the young, more severe consequences occur to this age group because of their vulnerability. Because the elderly may have poor vision, hearing losses, reduced coordination, delayed motor and mental responses, and a multitude of other physical and mental impairments that often accompany the aging process, they fear violent crime.

Crimes committed against the elderly are often referred to as "crib jobs" because they are as simple as taking candy from a baby. Most violent crimes against the elderly are committed by persons between the ages of fifteen and twenty-four. Factors which expose the elderly to attack are: 1) dependence on public transportation, 2) receiving income at specific periods of the month, 3) living in high population/low income housing. Some reasons why the elderly do not report crime are: 1) fear of retaliation, 2) they feel it is a waste of time due to past results of judicial action, 3) humiliation and embarrassment, and 4) pessimism about the recovery of stolen articles.

By understanding some concerns of the elderly, common ground can be reached between teens and seniors. Teens can take opportunities to be of service to the elderly. In the process the elderly can be of service to teens. Teens can be a great resource of comfort and help to the elderly. They can become involved in many programs that help protect seniors from crime. (See transparency on page II-D-30.)

1. ***Operation Identification*** - You can help an older person inscribe his or her name, social security number, etc., on valuables. Law enforcement agencies have special markers to do this. Photographs can also be taken of valuables for insurance and identification purposes.

2. ***Neighborhood Watch*** - You can watch out for the elderly in your neighborhood and call the police if suspicious people or unusual events take place near their homes.

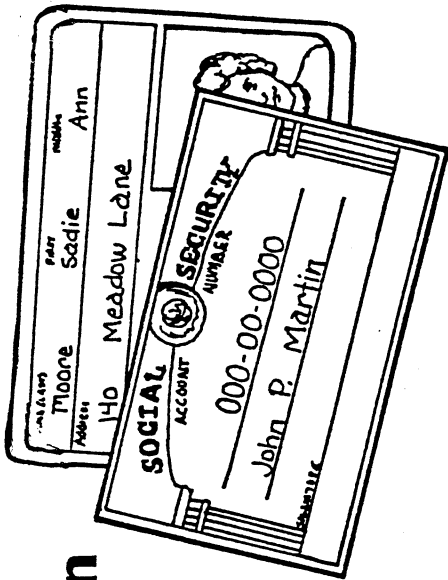
3. ***Teenage Volunteer Escort Service*** - There are many communities that offer the services of teens to take the elderly places. If none exists in your area, start one.

4. ***Self-Defense Programs*** - You can help to make seniors aware of programs offered through the community that are aimed at preparing seniors for self-defense.

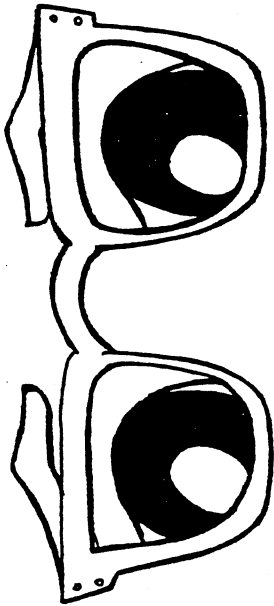
5. ***Operation Good Morning*** - In some communities, the elderly are called at a specific time each morning to verify security measures.

(Adapted from Aging Curriculum University of Missouri-Columbia)

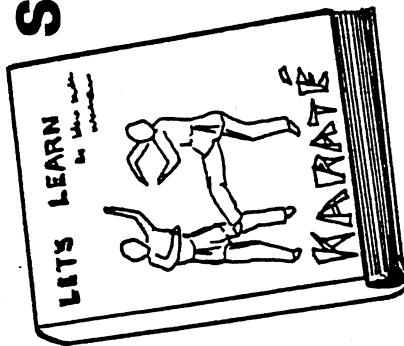
Operation



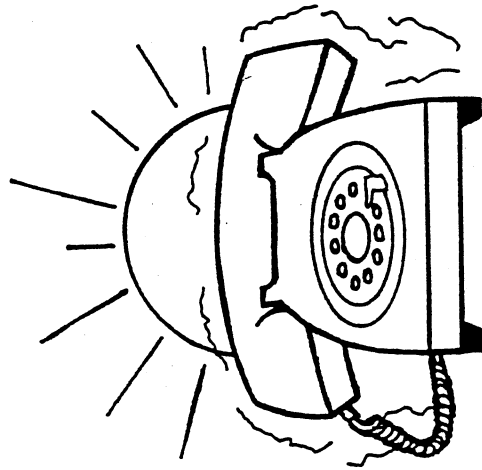
Identification



Self-defense Programs



"Neighborhood Watch"



"Operation Good Morning"



Volunteer Escort Service

SECURITY PROGRAMS

Name _____ Period _____ Date _____

SERVICE WITH A SMILE

1. What do the elderly fear most? _____

2. Give 5 reasons why the elderly are vulnerable _____

3. Why are crimes against the elderly known as "crib jobs"? _____

4. Most violent crimes against the elderly are committed by persons between the ages of _____ and _____.

5. What factors expose the elderly to attack? _____

6. What are some reasons why the elderly do not report crime? _____

7. Write in the names of programs that help reduce crime to the elderly. Match the names with the proper definition:

Name of program	Description of Program
1. _____	Social Security Numbers are inscribed on valuables.
2. _____	The elderly are called in the morning for security measures.
3. _____	Lessons in self-defense are provided.
4. _____	Seniors are taken to places they need to go.
5. _____	People watch out for the elderly in their area.

TEACHER BACKGROUND INFORMATION THE ELDERLY LAB

Directions: The purpose of this lab is to increase an awareness of the special needs of the elderly. Five stations are set up throughout the room to simulate the handicaps that old age brings. Teachers are free to establish more stations as needed to enhance the experience. Instructions for each station are provided on pages II-D-33 through II-D-35. These can be duplicated, laminated, cut, and placed at the stations. The students are given about five (5) minutes at each station.

STATION 1: Rope and Cane. A rope is tied around the student's legs (not too tightly) to impede walking. The student will then walk with a cane or walker (if available). *A reduction in height is a result of stiffened joints and changes in bone structure. Bones become brittle, usually due to a decline in calcium intake, which often results in a higher possibility of breakage. Most muscular disabilities are preventable with exercise.*

STATION 2: Oatmeal Cookies. Cookies made without flavorings or salt are available for students to taste. *A slight loss in taste and smell occurs at approximately 50 years of age, while a more significant change occurs after 70 years of age. A change in taste and smell often creates problems with food preparation and eating, which then causes a reduction in food intake. A variety of food needs to be served to stimulate appetite and encourage eating.*

STATION 3: Glasses and Book. The student puts on a pair of glasses that are greatly magnified and tries to read the book provided. *Focusing becomes less accurate as an individual grows older. Small print is hard to see and more light is needed in order to read or do detailed things. Books with larger print or even books on tape are available for those who enjoy books.*

STATION 4: Cottonballs and Newspaper. One student will place cottonballs in his/her ears and listen to an article read from the newspaper by another student. *Hearing often lessens and background noise makes it harder for the elderly to hear. Speaking directly to the person at a slower speed and increasing the volume helps.*

STATION 5: Shirt and Garden Gloves. Students will put garden gloves on their hands and then put on a shirt and try to button it. *The skin becomes less sensitive and the stiffening of joints makes simple tasks difficult. This is one reason why the elderly often tend to burn themselves while cooking. Exercising increases limberness. Clothing that zips or is pulled over the head can help eliminate buttoning.*

STATION 1: Rope and Cane

DIRECTIONS: Tie a rope around your legs (not too tightly) to impede walking. Walk around the classroom with a cane or walker (if available).

INFORMATION: *A reduction in height is a result of stiffened joints and changes in bone structure. Bones become brittle, usually due to a decline in calcium intake, which often results in a higher possibility of breakage. Most muscular disabilities are preventable with exercise.*

STATION 2: Oatmeal Cookies

DIRECTIONS: Taste the delicious cookies!

INFORMATION: *A slight loss in taste and smell occurs at approximately 50 years of age, while a significant change occurs after 70 years of age. A change in taste and smell often creates problems with food preparation and eating, which in turn causes a reduction in food intake. A variety of food needs to be served to stimulate appetite and encourage eating.*

STATION 3: Glasses and Book

DIRECTIONS: Put on this pair of glasses and try to read the book provided.

INFORMATION: Focusing becomes less accurate as an individual grows older. Small print is hard to see and more light is needed in order to read. Books with larger print or even books on tape are available for those who enjoy books and can't see to read.

STATION 4: Cottonballs and Newspaper

DIRECTIONS: Place cottonballs in your ears and listen to an article from the newspaper as it is read by your partner.

INFORMATION: Hearing often lessens and background noise makes it harder for the elderly to hear. Speaking directly to the person at a slower speed and increasing the volume helps.

STATION 5: Shirt and Garden Gloves

DIRECTIONS: Put on the garden gloves. Then put on the shirt and try to button it.

INFORMATION: *The skin becomes less sensitive and the stiffening of joints makes simple tasks difficult. This is one reason why the elderly often tend to burn themselves while cooking. Exercising increases limberness. Clothing that zips or is pulled over the head can help eliminate buttoning.*

Name _____ Period _____ Date _____

THE ELDERLY LAB

Directions: There are five stations located throughout the room. You and a partner are to rotate through each station and follow the directions posted there. You will have about five (5) minutes to complete each activity. After completion, you are to write your responses on this sheet. Be sure to replace items and clean up after yourself when you finish each activity.

STATION 1: Rope and Cane:

What did this activity try to demonstrate? _____

Why is it hard to walk when you get older? _____

What can the elderly do to reduce stiffness? _____

STATION 2: Oatmeal Cookies:

What did this activity try to illustrate? _____

Why is it hard for seniors to eat? _____

What can seniors do to encourage eating? _____

Continue on the next page--> --> -->

THE ELDERLY LAB - Page 2

STATION 3: Glasses and a Book:

What did this activity try to illustrate? _____

Why is it hard for seniors to read? _____

How can reading become easier? _____

STATION 4: Cottonballs and Newspaper:

What did this activity show? _____

Why is it hard for seniors to hear? _____

What can people do to help seniors hear? _____

STATION 5: Shirt and Garden Gloves:

What did this activity show? _____

Why is it hard for seniors to use their hands? _____

What can seniors do to help manage dressing and other types of tasks? _____

