



agefriendly
EDMONTON

Respect and Inclusion Workshop

Facilitator's Guide

May 2014

Completed by
Respect and Inclusion Working Group
and Alana LaPerle Project Services



Age-Friendly Edmonton

Vision

Edmonton is a community that values, respects and actively supports the safety, diversity and well-being of seniors.

Guiding Principles and Beliefs

- Society has a responsibility to ensure the basic needs of seniors are met.
- Seniors have the right to choose where and how they live as long as they don't pose a risk to others.
- Seniors have the right to feel safe in their homes and communities.
- As seniors age, their needs may change and services can adapt to meet these changing needs.
- Services are accessible, affordable, equitable and comprehensive to address a wide range of needs.
- Seniors access to needed services will not be limited by ability to pay.
- Services will be inclusive and respect diversity: they will be responsive to cultures, varied English language skills, marginalized individuals and persons with disabilities.
- Programs and services will be based on best practices, research and innovation, and will be evaluated for their effectiveness.
- Programs and services will reflect the character of the community.
- Communities will be engaged in supporting seniors.
- Seniors will be actively involved in the implementation of this plan.

9 Key Strategic Areas

1. Community Support Services
2. Health Services
3. Communication and Information
4. Social and Recreational Participation
5. Transportation
6. Respect and Inclusion
7. Civic Participation, Volunteerism and Employment
8. Housing
9. Outdoor Spaces and Buildings

For more Information, contact:

City of Edmonton Senior's Team
Phone: 780-495-1963
Email: agefriendly@edmonton.ca

Edmonton Seniors Coordinating Council
Phone: 780-423-5635
Email: executivedirector@seniorscouncil.net

Or visit: http://www.edmonton.ca/city_government/initiatives_innovation/age-friendly-edmonton.aspx



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This workshop is a foundational step in meeting two key goals:

Seniors are treated with respect.

Seniors have opportunities to participate in, and be engaged by, their communities.

The workshop is designed to raise awareness of how our attitudes, beliefs and behaviours towards aging and older adults can contribute to ageism in our society. Although ageism is a serious topic, there is no blaming or finger-pointing. We want this workshop to be fun!

You do not have to be a “professional” facilitator to run this workshop. All activities are simple, clearly presented and supported by appropriate handout materials. You also do not have to be an “expert” in aging or ageism. Your own life experiences and openness to learning with workshop participants is all you need to run a successful workshop.

As the facilitator, you will guide participants to recognize their often unintended stereotypes about aging and older adults. Through comfortable, interesting and engaging activities, participants will have the opportunity to apply new ways of thinking and acting. At the end, all will be invited to become champions for change in their own families, organizations and communities.

On behalf of the Respect and Inclusion Working Group of Age Friendly Edmonton, thank you! By presenting this workshop, you are helping to make Edmonton an age-friendly city, where people of all ages are able to flourish.

Who should take this workshop?

This workshop is designed for anyone who interacts with older adults and wants to make those interactions as positive, respectful and inclusive as possible. It is as relevant for adult children of older parents and front-line service providers, as it is for school-aged children and policy-makers at the municipal, provincial and federal levels. Here are just some of the people and organizations that would benefit from this workshop:

1. Interested individuals of all ages

- Junior and senior high school students
- Young people with aging grandparents and other relatives
- Adult children of aging parents
- Adults entering their senior years (55+)
- “Older” seniors (70+)

2. Private service providers

- Primary care physicians and other primary care providers
- Home care providers
- Seniors housing providers
- Home support services
- Transportation and accompaniment services
- Not-for-profit organizations
- Retailers and hospitality workers

3. Frontline public service providers

- Municipal services
- Provincial government services
- Emergency services
- Education institutions

4. Employers and potential employers of older adults (including volunteers)

- Retailers
- Not-for-profit organizations
- Seniors centres and service organizations
- Public event organizations

5. Policy- and decision-makers

- Municipal government – elected members
- Provincial government – elected members
- Policy advisors
- Urban planners and developers

Delivery Format

This facilitator-led workshop can be presented to groups of two to 200 (or more!). It can be used for staff or volunteer orientation, professional development, as part of regular staff meetings (e.g. one module at each staff meeting) or as a session at a conference or other gathering. This facilitator's guide provides everything you need to prepare for, present and evaluate the workshop, including clear instructions for each activity and all handout materials.

Room Setup

- Participants should be seated at a table, if possible, to complete pen-and-paper activities.
- For a group of 12 or less, seat all participants at one large table or at long tables arranged in a u-format.
- For groups of more than 12, seat participants at round (preferred) or square tables in groups of 6-8. Space tables far enough apart to reduce noise and encourage conversation in small groups.

Materials

- Name tags or name cards
- Black markers (for name tags/cards)
- Sufficient copies of handouts and worksheets
- Pens/pencils/colored pencils/markers
- Flipchart and markers

Resources

Here are some additional resources that you can review to prepare for the workshop and/or make available to workshop participants:

Ageism and Respect & Inclusion of Older Adults: An Annotated Bibliography

This document was produced by the Respect and Inclusion Working Group of A Vision for an Age Friendly Edmonton. The report is available online at www.seniorscouncil.net

A Vision for an Age-Friendly Edmonton

The complete document is available online through the City of Edmonton or the Edmonton Seniors Coordinating Council (search: "Age Friendly Edmonton").

For hard copies, contact:

City of Edmonton Senior's Team
Phone: 780-495-1963
Email: agefriendly@edmonton.ca

Edmonton Seniors Coordinating Council
Phone: 780-423-5635
Email: executivedirector@seniorscouncil.net

Gifts of a Lifetime: The Contributions of Older Adults

This report was prepared by the University of Alberta (Zhaowen Mei, M.Sc., Janet Fast, PhD. and Jacquie Eales, M.Sc.), in partnership with Sage's Advocacy Committee.

Available online at <http://www.mysage.ca/publications/resources>

Let's Talk About Aging: Aging Well in Alberta

This is a highly-readable report, by the Chief Medical Officer of Health for Alberta, that shines a light on diverse experiences of aging in Alberta. The report is available online at www.health.alberta.ca/about/OCMOH-reports-html or call the Office of the Chief Medical Officer of Health at 780-427-5263 for hardcopies.

Older Canadians – Burden or Benefit? Workshop Fact Sheets

These fact sheets were prepared by University of Alberta researchers for Sage's Older Canadians - Burden or Benefit? Workshop on June 14, 2013.

Available online at <http://www.mysage.ca/publications/resources>

Workshop

TOTAL MINIMUM TIME: 90 minutes

LEARNER OUTCOMES: By the end of this workshop, participants will be able to:

1. Identify the difference between common stereotypes and actual facts about aging and older adults.
2. Identify their own ageist attitudes and behaviours and those that are common in society.
3. Assess their own behaviour with respect to older adults and be able to describe it as either ageist or respectful and inclusive.
4. Make behavioural choices that are more respectful and inclusive of older adults.
5. Commit to taking action in their personal, family and work life to promote greater respect and inclusion for older adults.

Pre-workshop

Two days before the workshop, send the following email message to all workshop participants:

Subject: What do you know about aging and older adults?

To prepare for the Respect and Inclusion Workshop on **<date>**, we want to know what you think about aging and older adults. You will also be asked to answer the same questions after the workshop. This information will be used to determine if the workshop achieves its purpose.

To answer this brief questionnaire, please go to **<link>**. It will only take about 5 minutes.

Note: Please contact agefriendly@edmonton.ca for the survey link.

- **Alternative 1:** Use the attached Workshop Questionnaire to create your own online survey to collect and measure results.
- **Alternative 2:** Print sufficient copies of the Workshop Questionnaire and ask participants to complete it before the workshop begins.

Welcome and Introductions


Minimum time: 10 minutes

1. Welcome participants and introduce yourself.
2. Address any “housekeeping” topics:
 - No break in a 90 minute workshop (if you extend your workshop, breaks can be added).
 - If you need to leave the room, please do so with as little distraction as possible.
 - Location of washrooms, coat check, etc.
 - Name tags or name cards
 - Ensure cellphones are turned off or to silent/vibrate
3. If participants do not know each other or do not know everyone in the group, invite them to introduce themselves.
 - **One group at one table (≤12 total participants):** ask participants to introduce themselves to the full group by name and organization ONLY.
 - **Multiple small groups (>12 total participants):** ask participants to introduce themselves at their table by name and organization ONLY.
4. Explain the purpose of the workshop.

Say: *“The purpose of this workshop is to promote respect and inclusion for seniors in our community, by challenging our own beliefs about aging and older adults.”*
5. Ask participants what they expect to learn or gain from the workshop.
 - Invite answers from anyone who wants to offer an answer. There is no need to “poll” everyone. This will save time and avoid putting people on the spot before they feel comfortable.

Note: The first activity in Module 1 serves as an icebreaker, to help participants feel comfortable and start talking to each other. Long-winded introductions upfront add significant time and create frustration among participants.

Optional: Record expectations on a flipchart and return to the list during the Workshop Debrief at the end.



Module 1

Reflection

MINIMUM TIME: 30 minutes

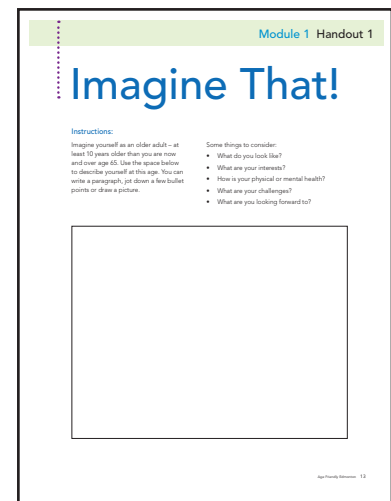
GOAL: Encourage reflection on individual and social attitudes about aging and older adults

15 minutes

Activity 1

Imagine That!

1. Distribute the *Imagine That!* worksheet to all participants.
2. Say: *“Imagine yourself as an older adult – at least 10 years older than you are now and over age 65 – and then describe yourself with either a few bullet points or by drawing a quick picture:*
 - *What do you look like?*
 - *What are your interests?*
 - *How is your physical or mental health?*
 - *What are your challenges?*
 - *What are you looking forward to?*
 - *Include anything that seems relevant.”*



Note: All participants should be invited to share their description. Keep your eye on the clock and limit the activity to presentation only – no discussion at this point.

3. Invite participants to share their descriptions of **themselves** in 30 seconds or less with the other members of their small group or, in a smaller workshop, with the full group.

15 minutes

Activity 2 Facts on Aging

1. Distribute the *Facts on Aging Quiz* to all participants.

2. Say: *“This is a quick quiz to test your knowledge about aging. You have 5 minutes to complete it. Read each statement and then answer True or False. Don’t over-think it. No one is going to see your answers. Just give the first answer that seems right to you.”*

3. After 5 minutes, say:

“Take a few minutes to review your own answers. All odd-numbered statements are False and all even-numbered statements are True. If you haven’t finished, that’s okay. Just go through and see how you did.”

4. Invite participants to reflect on their responses, by asking the following questions:

What surprised you?

In what ways has your understanding of aging been changed or challenged?

In what ways has your idea or image of yourself as an older adult been changed or challenged?

One group: Invite responses from anyone who wants to offer an answer. There is no need to “poll” everyone.

Multiple small groups: Ask participants to discuss these questions and their responses within their small group/table.

Module 1 Handout 2

Facts on Aging Quiz

	True	False
1. The majority of old people - age 65 plus - have Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>
2. The five senses (sight, hearing, taste, touch, smell) all tend to decline in old age.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most old people lose interest in and capacity for sexual relations.	<input type="checkbox"/>	<input type="checkbox"/>
4. Older adults have more trouble sleeping than younger adults do.	<input type="checkbox"/>	<input type="checkbox"/>
5. Clinical depression occurs more frequently in older than younger people.	<input type="checkbox"/>	<input type="checkbox"/>
6. Physical strength tends to decline with age.	<input type="checkbox"/>	<input type="checkbox"/>
7. Most older people live in nursing homes.	<input type="checkbox"/>	<input type="checkbox"/>
8. Most older drivers are quite capable of safely operating a motor vehicle.	<input type="checkbox"/>	<input type="checkbox"/>
9. Older workers cannot work as effectively as younger workers.	<input type="checkbox"/>	<input type="checkbox"/>
10. Older persons take longer to recover from physical and psychological stress.	<input type="checkbox"/>	<input type="checkbox"/>
11. Older people do not adapt as well as younger age groups when they relocate to a new environment.	<input type="checkbox"/>	<input type="checkbox"/>
12. Memory loss is a normal part of aging.	<input type="checkbox"/>	<input type="checkbox"/>
13. The life expectancy of men at age 65 is about the same as that of women.	<input type="checkbox"/>	<input type="checkbox"/>
14. Most older adults consider their health to be good.	<input type="checkbox"/>	<input type="checkbox"/>
15. In general, old people tend to be pretty much alike.	<input type="checkbox"/>	<input type="checkbox"/>
16. The majority of old people say they are seldom bored.	<input type="checkbox"/>	<input type="checkbox"/>
17. Alcoholism and alcohol abuse are significantly greater problems in those over age 65 than in those under age 65.	<input type="checkbox"/>	<input type="checkbox"/>
18. Older adults are less anxious about death than younger and middle-age adults.	<input type="checkbox"/>	<input type="checkbox"/>
19. Personality changes with age.	<input type="checkbox"/>	<input type="checkbox"/>
20. As people live longer, they face fewer acute conditions and more chronic health conditions.	<input type="checkbox"/>	<input type="checkbox"/>
21. Old people tend to become more religious as they age.	<input type="checkbox"/>	<input type="checkbox"/>
22. A person's height tends to decline in old age.	<input type="checkbox"/>	<input type="checkbox"/>
23. It is very difficult for older adults to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>
24. Older females exhibit better health care practices than older males.	<input type="checkbox"/>	<input type="checkbox"/>
25. The modern family no longer takes care of its elderly.	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Pincus, E.B. (1995). *The Facts on Aging Quiz*. New York: Springer Publishing Company.

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Optional: If your group is willing to extend the workshop minimum time, consider using live polling to instantly and anonymously share quiz results. Live polling can be a lot of fun and is sure to stimulate discussion! Web-based tools are available that allow participants to use their own mobile devices

(Apple, Windows or Android) to participate (see, for example, <https://www.audienceopinion.com/home>).

5. Summary and bridge.

Say:

- *“The purpose of these first two activities was to encourage you to reflect on your own aging.*
- *Whether we admit it or not, most of us have stereotypes about aging and older adults.*
- *Stereotypes are simply collections of beliefs that we use to categorize and process information. And they are not necessarily bad.*
- *Some stereotypes about older adults can even be good – for example, seniors are wise, seniors are kind, seniors are safe drivers.*
- *The problem with stereotypes is that they can become over-generalized and over-used.”*

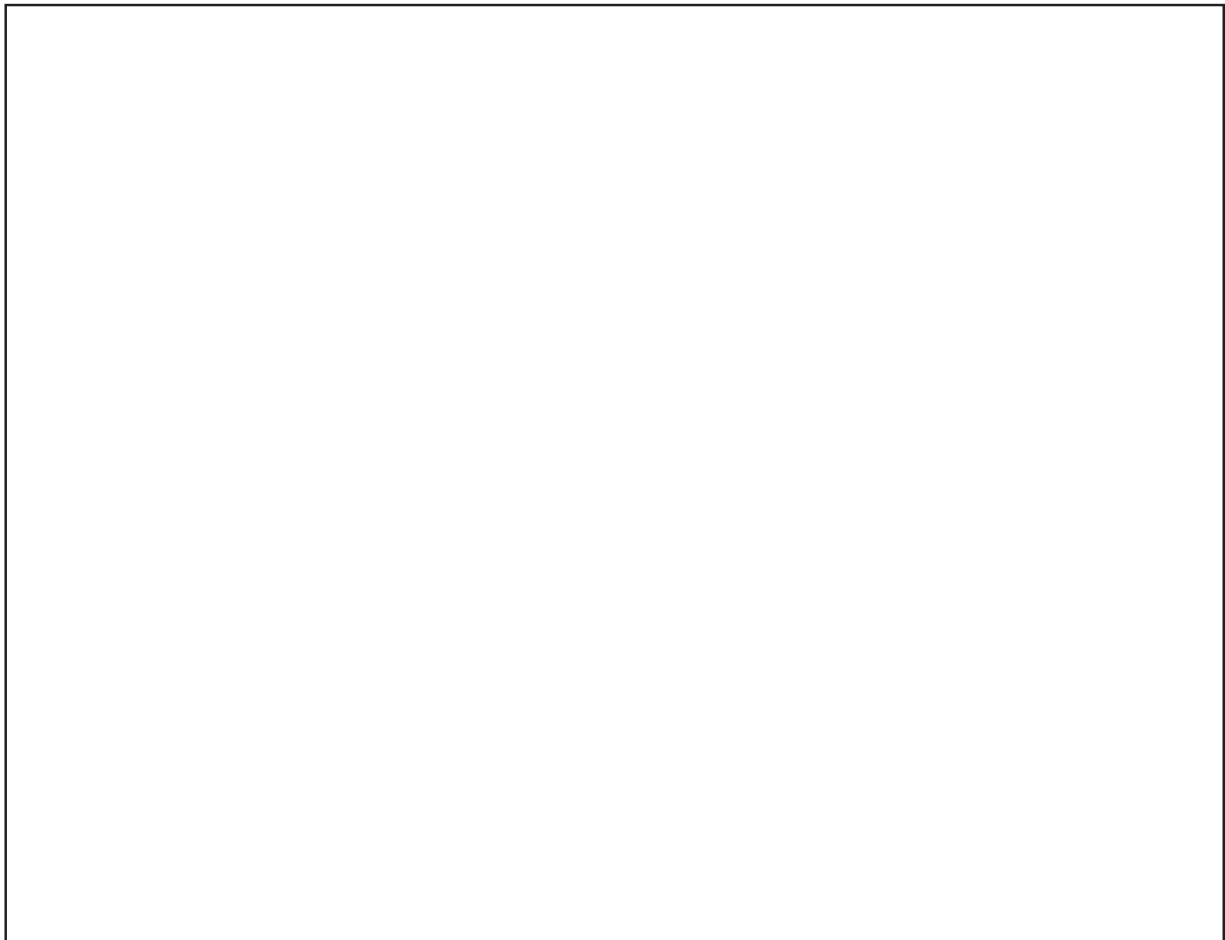
Imagine That!

Instructions:

Imagine yourself as an older adult – at least 10 years older than you are now and over age 65. Use the space below to describe yourself at this age. You can write a paragraph, jot down a few bullet points or draw a picture.

Some things to consider:


- What do you look like?
- What are your interests?
- How is your physical or mental health?
- What are your challenges?
- What are you looking forward to?



Facts on Aging Quiz

	True	False
1. The majority of old people – age 65-plus – have Alzheimer’s disease.	<input type="checkbox"/>	<input type="checkbox"/>
2. The five senses (sight, hearing, taste, touch, smell) all tend to decline in old age.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most old people lose interest in and capacity for sexual relations	<input type="checkbox"/>	<input type="checkbox"/>
4. Older adults have more trouble sleeping than younger adults do	<input type="checkbox"/>	<input type="checkbox"/>
5. Clinical depression occurs more frequently in older than younger people	<input type="checkbox"/>	<input type="checkbox"/>
6. Physical strength tends to decline with age.	<input type="checkbox"/>	<input type="checkbox"/>
7. Most older people live in nursing homes.	<input type="checkbox"/>	<input type="checkbox"/>
8. Most older drivers are quite capable of safely operating a motor vehicle	<input type="checkbox"/>	<input type="checkbox"/>
9. Older workers cannot work as effectively as younger workers.	<input type="checkbox"/>	<input type="checkbox"/>
10. Older persons take longer to recover from physical and psychological stress	<input type="checkbox"/>	<input type="checkbox"/>
11. Older people do not adapt as well as younger age groups when they relocate to a new environment	<input type="checkbox"/>	<input type="checkbox"/>
12. Memory loss is a normal part of aging	<input type="checkbox"/>	<input type="checkbox"/>
13. The life expectancy of men at age 65 is about the same as that of women	<input type="checkbox"/>	<input type="checkbox"/>
14. Most older adults consider their health to be good	<input type="checkbox"/>	<input type="checkbox"/>
15. In general, old people tend to be pretty much alike.	<input type="checkbox"/>	<input type="checkbox"/>
16. The majority of old people say they are seldom bored.	<input type="checkbox"/>	<input type="checkbox"/>
17. Alcoholism and alcohol abuse are significantly greater problems in those over age 65 than in those under age 65	<input type="checkbox"/>	<input type="checkbox"/>
18. Older adults are less anxious about death than younger and middle-age adults	<input type="checkbox"/>	<input type="checkbox"/>
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23. It is very difficult for older adults to learn new things	<input type="checkbox"/>	<input type="checkbox"/>
24. Older females exhibit better health care practices than older males	<input type="checkbox"/>	<input type="checkbox"/>
25. The modern family no longer takes care of its elderly	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: Palmore, E.B. (1993). The Facts on Aging Quiz. New York: Springer Publishing Company.



Module 2

Awareness and Knowledge

MINIMUM TIME: 15 minutes

GOAL: Raise awareness and increase knowledge of ageism as a personal social issue.

Activity 3 How Do I Relate to Older Adults?

1. Distribute the *How Do I Relate to Older Adults?* worksheet to all participants.

Say: "Now let's look at how each of us relates to older adults. You have five minutes to complete this questionnaire. Read each statement and think about how often you have engaged in that behaviour: Never, Once or More than once. Again, don't over-think it. No one is going to see your answers."

Module 2 Handout 3

How Do I Relate to Older Adults?

How often do I...

	Never	Once	More than once
1. Compliment old people on how well they look, despite their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Send birthday cards to old people that joke about their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage conversations with old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tell old people jokes about old age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hold doors open for old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tell an old person, "you're too old for that."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Offer to help an old person across the street because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I find an old person's age, I may say, "You don't look that old."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ask an old person for advice because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When an old person has an ailment, I may say, "That's normal at your age."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When an old person can't remember something, I may say, "That's what they call it. Senior Moments!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Talk louder or slower to old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Use simple words when talking to old people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ignore old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Smile for an old person because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Nod against an old person because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Avoid old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Avoid old people because they are cranky.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When a job is over in front of me, I may think, "It must be an old person."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Call an old woman, "young lady" or call an old man, "young man."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Source: Cheng, K. C., & Poon, S. (2008). Beliefs to older people evaluation (BOP): A measure of self-reported ageism. Educational Gerontology, 33(1), 69-84.

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2. Invite participants to reflect on their responses, by asking the following questions:

What surprised you?

In what ways has your understanding of ageism changed or been challenged?

One group: Invite responses from anyone who wants to offer an answer. There is no need to "poll" everyone.

Multiple small groups: Ask participants to discuss these questions within their small group/table.

Optional: If your group is willing to extend the workshop minimum time, consider using live polling to instantly and anonymously share questionnaire results. Live polling can be a lot of fun and is sure to stimulate discussion! Web-based tools are available that allow participants to use their own mobile devices (Apple, Windows or Android) to participate (see, for example, <https://www.audienceopinion.com/home>).

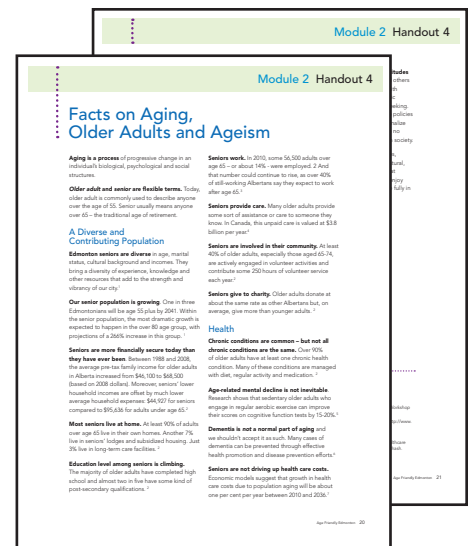
3. Summary and bridge.

Say:

- “The purpose of this activity was to show how prevalent ageism is, even in our own lives.
- Like other “isms,” ageism is prejudice and discrimination against individuals or groups because of age. Unlike other “isms,” however, ageism is something many of us will experience at some time in our lives.
- Why does it matter? Research shows that negative stereotyping and ageist attitudes can harm the way we see ourselves and others as we get older.
- Ageism is associated with poor self image, loneliness, reduced civic engagement and more frequent help-seeking.
- At a societal level, ageism can influence policies that, without intending harm, can marginalize older adults, pushing them aside, so we no longer benefit from their participation in society.”

4. Distribute the Facts on Aging, Older Adults and Ageism fact sheet to all participants.

Say: “Here is some basic information on Aging, Older Adults and Ageism that I encourage you to read.” This is also a time to hand out additional resources, if you choose to do so (see pp. 3-4).



How Do I Relate to Older Adults?

How often do I...

	Never	Once	More than once
1. Compliment old people on how well they look, despite their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Send birthday cards to old people that joke about their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Enjoy conversations with old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tell old people jokes about old age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hold doors open for old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tell an old person, "you're too old for that."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Offer to help an old person across the street because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I find out an old person's age, I may say, "You don't look that old."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ask an old person for advice because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When an old person has an ailment, I may say, "that's normal at your age."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When an old person can't remember something, I may say, "that's what they call a 'Senior Moment'."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Talk louder or slower to old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Use simple words when talking to old people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ignore old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Vote for an old person because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Vote against an old person because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Avoid old people because of their age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Avoid old people because they are cranky.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When a slow driver is in front of me, I may think, "It must be an old person."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Call an old woman, "young lady," or call an old man, "young man."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from: Source: Cherry, K. E., & Palmore, E. (2008). Relating to older people evaluation (ROPE): A measure of self-reported ageism. *Educational Gerontology, 34*(10), 849-861.

Facts on Aging, Older Adults and Ageism

Aging is a process of progressive change in an individual's biological, psychological and social structures.

Older adult and senior are flexible terms. Today, older adult is commonly used to describe anyone over the age of 55. Senior usually means anyone over 65 – the traditional age of retirement.

A Diverse and Contributing Population

Edmonton seniors are diverse in age, marital status, cultural background and incomes. They bring a diversity of experience, knowledge and other resources that add to the strength and vibrancy of our city.¹

Our senior population is growing. One in three Edmontonians will be age 55 plus by 2041. Within the senior population, the most dramatic growth is expected to happen in the over 80 age group, with projections of a 266% increase in this group.¹

Seniors are more financially secure today than they have ever been. Between 1988 and 2008, the average pre-tax family income for older adults in Alberta increased from \$46,100 to \$68,500 (based on 2008 dollars). Moreover, seniors' lower household incomes are offset by much lower average household expenses: \$44,927 for seniors compared to \$95,636 for adults under age 65.²

Most seniors live at home. At least 90% of adults over age 65 live in their own homes. Another 7% live in seniors' lodges and subsidized housing. Just 3% live in long-term care facilities.²

Education level among seniors is climbing. The majority of older adults have completed high school and almost two in five have some kind of post-secondary qualifications.²

Seniors work. In 2010, some 56,500 adults over age 65 – or about 14% - were employed.² And that number could continue to rise, as over 40% of still-working Albertans say they expect to work after age 65.³

Seniors provide care. Many older adults provide some sort of assistance or care to someone they know. In Canada, this unpaid care is valued at \$3.8 billion per year.⁴

Seniors are involved in their community. At least 40% of older adults, especially those aged 65-74, are actively engaged in volunteer activities and contribute some 250 hours of volunteer service each year.²

Seniors give to charity. Older adults donate at about the same rate as other Albertans but, on average, give more than younger adults.²

Health

Chronic conditions are common – but not all chronic conditions are the same. Over 90% of older adults have at least one chronic health condition. Many of these conditions are managed with diet, regular activity and medication.²

Age-related mental decline is not inevitable. Research shows that sedentary older adults who engage in regular aerobic exercise can improve their scores on cognitive function tests by 15-20%.⁵

Dementia is not a normal part of aging and we shouldn't accept it as such. Many cases of dementia can be prevented through effective health promotion and disease prevention efforts.⁶

Seniors are not driving up health care costs. Economic models suggest that growth in health care costs due to population aging will be about one per cent per year between 2010 and 2036.⁷

Most seniors are not afraid of dying. While 50% of young adults say they are worried about death, just 25% of those over age 65 say the same. Older age brings an acceptance of the reality of death for many of us.

From Ageism to Age-Friendly

Stereotypes are collections of beliefs that we use to categorize and process information. And they are not necessarily bad. Some stereotypes about older adults can even be good – seniors are wise, seniors are kind, seniors are safe drivers. The problem with stereotypes is that they can become over-generalized and over-used.

Ageism, like other “isms,” is prejudice and discrimination against individuals or groups because of age. Unlike other “isms,” however, ageism is something many of us will experience at some time in our lives.


Negative stereotyping and ageist attitudes can harm the way we see ourselves and others as we get older. Ageism is associated with poor self image, loneliness, reduced civic engagement and more frequent help-seeking. At a societal level, ageism can influence policies that, without intending harm, can marginalize older adults, pushing them aside, so we no longer benefit from their participation in society.

Age-friendly communities have policies, services and structures related to the natural, human built and social environments that enable older people to live in security, enjoy good health and continue to participate fully in society.

“Design for the young
and you exclude the old.
Design for the old and
you include everyone.”

Bernard Isaacs, Founding Director,
Birmingham Centre for Applied Gerontology

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1. The City of Edmonton & Edmonton Seniors Coordinating Council, *Edmonton Seniors: A Portrait*, 2010.
 2. Government of Alberta, *A Profile of Alberta Seniors*, 2010.
 3. Government of Alberta, *Demographic Planning Commission: Findings Report*, December 2010.
 4. Cited in Jacquie Eales and Janet Fast, “Older Canadians Provide Care Older Canadians,” *Burden or Benefit? Workshop Fact Sheets*, June 2013.
 5. “Exercise and the Aging Brain.” *Quirks and Quarks* (CBC Radio program), broadcast April 2, 2011. Available: <http://www.cbc.ca/quirks/episode/2011/04/02/april-2-2011/>
 6. Alzheimer Society of Canada, *Rising Tide: The Impact of Dementia on Canadian Society*, 2010.
 7. Canadian Health Services Research Foundation, *Myth: The aging population is to blame for uncontrollable healthcare costs*, February 22, 2011. Available: <http://www.cfhi-fcass.ca/PublicationsAndResources/Mythbusters/page/3#sthash.rusLNKBq.dpuf>



Module 3

Application

MINIMUM TIME: 20 minutes

GOAL: Engage participants in thinking about how they can change their own behaviour – or particular situations – to be more respectful and inclusive of older adults.

Activity 4 Spot the Ageism

Optional: If your group is willing to extend the workshop minimum time, invite 3 volunteers to be contestants in the Spot the Ageism game show. The remaining participants are the “studio audience.” Give each contestant a bell or buzzer. Run the first video and ask contestants to ring-in when they Spot the Ageism. The first contestant to ring-in provides a response. The studio audience is asked to vote on the response. If more than 50% of the audience accepts the response, the contestant gets 10 points. Repeat for videos 2-5. Provide a small prize to the winning contestant.

Facilitator tip: Focus on the goal for this Module. Do not allow it to become a “storytelling” session (e.g. “Let me tell you what happened to me!”).

1. Distribute the Spot the Ageism worksheet to all participants.

2. Explain the purpose of this activity.

Say: “Now I am going to read a few short scenarios that describe common experiences or situations. I want you to spot the ageism in each scenario. There may be more than one answer. You can use your worksheet to write down your answer.”

3. Read each scenario (see next page).

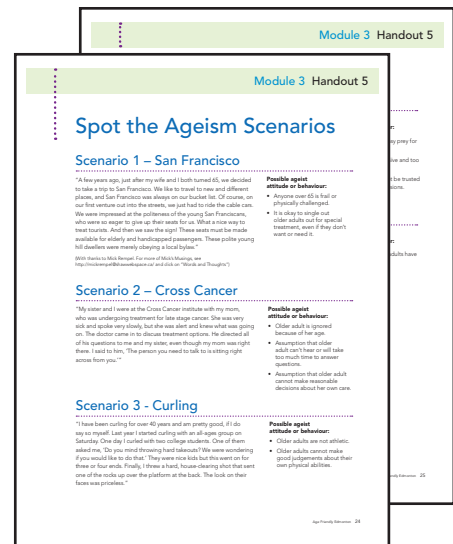
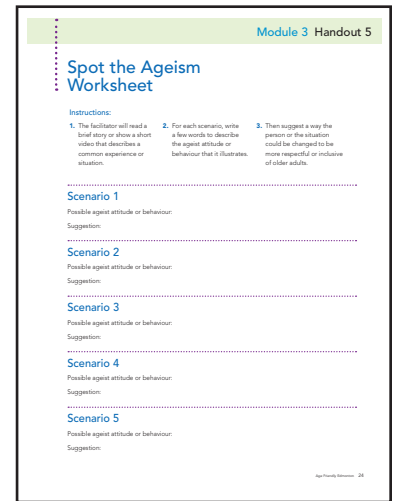
After each scenario, say: “Did you spot the ageism?”

Invite responses from anyone who wants to offer an answer. There is no need to “poll” everyone.

Then say: “What could this person have done or how could this situation be changed to be more respectful and inclusive of older adults?”

5. Summary and bridge.

Say: “The purpose of this activity was to test our ability to spot ageism when it occurs and to think about ways we can change our own thinking and behaviour and that of people around us.”



Spot the Ageism Worksheet

Instructions:

1. The facilitator will read a brief story or show a short video that describes a common experience or situation.
2. For each scenario, write a few words to describe the ageist attitude or behaviour that it illustrates.
3. Then suggest a way the person or the situation could be changed to be more respectful or inclusive of older adults.

Scenario 1

Possible ageist attitude or behaviour:

Suggestion:

Scenario 2

Possible ageist attitude or behaviour:

Suggestion:

Scenario 3

Possible ageist attitude or behaviour:

Suggestion:

Scenario 4

Possible ageist attitude or behaviour:

Suggestion:

Scenario 5

Possible ageist attitude or behaviour:

Suggestion:

Spot the Ageism Scenarios

Scenario 1 – San Francisco

“A few years ago, just after my wife and I both turned 65, we decided to take a trip to San Francisco. We like to travel to new and different places, and San Francisco was always on our bucket list. Of course, on our first venture out into the streets, we just had to ride the cable cars. We were impressed at the politeness of the young San Franciscans, who were so eager to give up their seats for us. What a nice way to treat tourists. And then we saw the sign! These seats must be made available for elderly and handicapped passengers. These polite young hill dwellers were merely obeying a local bylaw.”

(With thanks to Mick Rempel. For more of Mick’s Musings, see <http://mickrempel@shawwebspaces.ca/> and click on “Words and Thoughts”)

Possible ageist attitude or behaviour:

- Anyone over 65 is frail or physically challenged.
- It is okay to single out older adults out for special treatment, even if they don’t want or need it.

Scenario 2 – Cross Cancer

“My sister and I were at the Cross Cancer institute with my mom, who was undergoing treatment for late stage cancer. She was very sick and spoke very slowly, but she was alert and knew what was going on. The doctor came in to discuss treatment options. He directed all of his questions to me and my sister, even though my mom was right there. I said to him, ‘The person you need to talk to is sitting right across from you.’”

Possible ageist attitude or behaviour:

- Older adult is ignored because of her age.
- Assumption that older adult can’t hear or will take too much time to answer questions.
- Assumption that older adult cannot make reasonable decisions about her own care.

Scenario 3 - Curling

“I have been curling for over 40 years and am pretty good, if I do say so myself. Last year I started curling with an all-ages group on Saturday. One day I curled with two college students. One of them asked me, ‘Do you mind throwing hard takeouts? We were wondering if you would like to do that.’ They were nice kids but this went on for three or four ends. Finally, I threw a hard, house-clearing shot that sent one of the rocks up over the platform at the back. The look on their faces was priceless.”

Possible ageist attitude or behaviour:

- Older adults are not athletic.
- Older adults cannot make good judgements about their own physical abilities.

Scenario 4 - Vacuum

"My mother is widowed and lives by herself in a rural community. One day a vacuum salesman came to her door. She had talked about getting a new vacuum, so she saw this as an opportunity to 'not bother the kids' and just go ahead and buy one. She got talked into buying a \$3000 vacuum. After the salesman left, she knew she did something wrong but was so embarrassed she never told anyone about it for a month. We helped her get her money back but I gave her three rules: 1) anything over \$100, ask us; 2) don't open the door to anyone you don't know; and 3) if you need anything, ask us."

Possible ageist attitude or behaviour:

- Older adults are easy prey for conmen.
- Older adults are naïve and too trusting.
- Older adults cannot be trusted to make good decisions.

Scenario 5 – Restaurant

"My friends and I went to a popular restaurant to celebrate a retirement. This was one of those places with an open, attached lounge where young people often come after work. We asked for a table for six. The hostess checked her available tables and then said the only table for six was next to the lounge. Would we like to wait for a 'better' table? What's a 'better' table? I asked. One where you'll be able to hear the waitress, she said. One of my friends, at the back of the group said loudly, 'Eh? What did she say?' We killed ourselves laughing."

Possible ageist attitude or behaviour:

- Assumes all older adults have hearing problems.



Module 4

Commitment

TOTAL TIME: 10 minutes

GOAL: Create champions for respect and inclusion within organizations, workplaces and community

Activity 5

Taking the Pledge

1. Distribute the *Respect and Inclusion Pledge* to all participants.
2. Ask participants to read it and then ask: *“What do you think about this pledge? Is it a pledge you would be willing to make?”*

One group: Invite responses from anyone who wants to offer an answer. There is no need to “poll” everyone.

Multiple small groups: Ask participants to discuss these questions and their responses within their small group/table.

3. **Say:** *“If you are interested, I invite you to sign the Pledge and place it in a prominent location in your office or home.”*



Activity 6 What Can I Do?

1. Distribute the *Respect and Inclusion: What Can I Do?* worksheet to all participants.

Say: "Now, let's take a few minutes to think about ways we can "make good" on our pledge. What ideas do you have for making your home, workplace or community more respectful and inclusive of older adults?"

2. Use a flipchart to record all ideas and suggestions.

3. **Say:** "I invite you to review this list of great ideas and then use the worksheet to write down one or more goals for yourself or your organization, that will help make our community more respectful and inclusive of older adults."

4. Summary and bridge.

Say: "The purpose of these last two activities was to help you turn what you learned or discovered about yourself in this workshop into real action for change. We are not going to breakdown stereotypes or address ageism overnight. But if each of us does a little, we can help make Edmonton an age-friendly city, where people of all ages are able to flourish."





Respect and Inclusion Pledge

I hereby pledge to respect and include all people, regardless of age, by

- ... learning more about aging and the experience of older adults;
- ... gently educating people when they make demeaning comments about older adults;
- ... making no assumptions about the age of slow or bad drivers;
- ... holding doors for all people because it is the polite thing to do;
- ... helping someone or giving up my seat because they need it, not because they are old; and
- ... never telling another person – or myself – “you’re too old for that!”

.....
Signature

.....
Date

Respect and Inclusion:
What Can I do?

Instructions:

Imagine what your home, workplace or community would look like if all older adults were respected and included. What can you do to help make this vision a reality?

Use the space below to write one or more goals for yourself or your workplace. Try to be specific.

Workshop Debrief

TOTAL TIME: 5 minutes

Optional: If you recorded individual or group expectation on a flipchart at the beginning of the workshop, review expectations and ask: Did we achieve it?

Alternative: Print sufficient copies of the Workshop Questionnaire and ask participants to complete it immediately after the workshop (before they leave). Collate the results and compare to identify any changes.

1. **Say:** "I just want to take a few minutes to get your reaction to this workshop."

2. **Ask the full group:**

Did the workshop meet your expectations?

What worked well?

What suggestions would you make to improve this workshop?

3. **Post-workshop questionnaire.**

Say: "You will receive an email from me in the next day or two with a link to the post-workshop questionnaire. These are the same questions you answered before the workshop. Your responses are very important, as they will help Age Friendly Edmonton determine if this workshop is making a difference for people."

The image shows a screenshot of a 'Workshop Questionnaire' form. At the top right is the 'agefriendly' logo. Below the title, there are fields for 'Date', 'Location', and checkboxes for 'Pre-workshop' and 'Post-workshop'. The questionnaire consists of 10 numbered questions, each with multiple-choice options. For example, question 1 asks 'How concerned are you about getting older?' with options: 'Not at all concerned', 'Somewhat concerned', 'Very concerned', 'Not concerned', and 'Don't know/not applicable'. Question 5 asks 'Agism is prejudice or discrimination against a group of people because of their age. To what extent do you think agism against older adults is a problem in Edmonton?' with options: 'Not at all a problem', 'A small problem', 'A moderate problem', 'A big problem', and 'Don't know/not applicable'. Question 10 asks 'How old were you on your last birthday?' with a blank space for the answer and a 'print' button at the bottom.

Post Workshop

One to two days after the workshop, send the following email message to all workshop participants:

Subject: Now what do you know about aging and older adults?

Thank you for participating in the Respect and Inclusion Workshop on **<date>**. We hope you found it informative and engaging. Please take a few minutes to tell us what you know now about aging and older adults. This information will be used to determine if the workshop achieved its purpose. To answer this brief questionnaire, please go to **<link>**. It will only take about 5 minutes.

Note: Please contact agefriendly@edmonton.ca for the survey link.

Workshop Questionnaire

Date _____

Location _____

Pre-workshop Post-workshop

1. How concerned are you about getting older?

Not at all concerned A little concerned Very concerned Terrified Don't know/ not applicable

2. How would you describe your understanding of the changes that occur when we age?

Poor Fair Good Very Good Don't know/ not applicable

3. How would you describe your knowledge about older adults?

Poor Fair Good Very Good Don't know/ not applicable

4. Do you think you hold stereotypes about older adults?

Yes No Don't know/ not sure

5. Ageism is prejudice or discrimination against a group of people because of their age. To what extent do you think ageism against older adults is a problem in Edmonton?

Not at all a problem A small problem A moderate problem A big problem Don't know/ not applicable

6. How often have you observed ageist attitudes or behaviours in others?

Never Rarely Sometimes Often Don't know/ not applicable

7. Do you think you have ever engaged in behaviour that could be called ageist?

Yes No Don't know/ not sure

8. How likely are you to tell a person they are being ageist when they make a negative comment about older adults?

Not at all likely Somewhat likely Very likely Would definitely do it Don't know/ not applicable

9. How likely are you to (gently) correct a person's behaviour when they are treating an older adult in an ageist way?

Not at all likely Somewhat likely Very likely Would definitely do it Don't know/ not applicable

10. How old were you on your last birthday?

_____ years