

LET'S TALK ABOUT AGE



TYPE & NATURE:

- Group activity
- In presence of trainer as part of learning session

DURATION:

Preparation teacher - before the activity: App. 2 hours to watch "Grace & Frankie" (Episode 1 Season 3 & Episode 3 Season 1) + time to get small treats and a wand; to print / copy observation sheets or gather post-its of 4 different colours.

In class: ±85 minutes.

OBJECTIVES:

The purpose of this activity is for trainees to engage in a self-reflection process in order to identify aspects of ageism which might affect and narrow both people's interactions and their assumptions concerning the others' abilities perceived as limited.

LEARNING OUTCOMES (EASY Course Framework)- Learners:

K_03.5.4: recognize the formation of stereotypes against older people caused by the systematic comparison with younger ones projected by the media

S_02.4.4: are able to identify visual markers of age and gender stereotypes

S_02.7.4: are able to describe the stereotypes related to older people in general and working people over 55 years old

A_02.3.4: accept that the existence of stereotypes, even in an unconscious level, limits personal choices and freedom of individuals

K_03.1.5: realize how age and gender stereotypes are actively involved in our perceptions that determine the image of others and their abilities

S_02.7.5: are able to describe the difficulties that older people are dealing with when it comes to working conditions, assertions and opportunities

A_02.4.5: recognize and verify how stereotypes contribute to discriminatory practices

K_03.1.6: recognize the patterns that lead to the reproduction of age and gender stereotypes

S_02.3.7: are able to describe experiences either personal or with those related to them where stereotypes of age or gender affected them negatively in their sphere of life (eg from getting a promotion, entering a club etc)

RECOURES & TOOLS NECESSARY:

- Access to the Series Grace and Frankie [Episode1 Season3](#) and [Episode 3 Season 1](#)
- PC, speakers, Projector
- A small treat for all trainees (a piece of cake or fruit, a raisin or a biscuit, a nut or chip)
- A “magic” wand (the trainer may use something – for example a pen or a stick or any other item which might serve as a "wand"- for some "magic" and "transformations" during the class meeting)
- Observation sheet or post it of 4 different colours

SHORT DESCRIPTION:

The trainees are guided to clear their minds and through a playful and imaginative process are gradually guided to focus upon the aspects of invisibility, which people of 3rd age are constantly dealing with. Invisibility is treated as both negative and positive aspect. Participants are guided to imagine themselves in situations where "invisibility" of 3rd age is considered as both negative and positive outcome that they meet on their daily basis

IMPLEMENTATION

1. INTRODUCTION (time: 5 minutes):

Since the trainees will be engaged in an activity that is not common in a conventional training process in adult training it is important to be informed by the trainer about the context of the activity.

2. MINDFULNESS EXERCISE (time: 10 minutes):

Trainees are invited to participate in a mindfulness exercise which will allow them to empty their minds and become really present in the classroom before entering the activity of the theme at hand. Trainees are asked to eat something. This could be a piece of cake or fruit, a raisin or a biscuit, a nut or chip. The process is as follows: As soon as the trainer informs the trainees that **all experiences, observations and feelings are allowed**, the narration starts

“You are visiting a new country and upon your arrival to the hotel you are given a small welcome treat. This is the first time you are offered to eat something like this.

- **First look** at the food. What does it look like? What is its shape? How is its surface? Is it soft, smooth hard or what? Does it remind you of anything? **Then smell** it. What does it smell like? Is the smell pleasant or unpleasant? Strong or light? Does the smell remind you of anything?
- **Now its time to taste** it! What does it taste like? Is it sweet, sour, salty or bitter? Do you like it? What does the flavor remind you of?
- **Feel** the snack in your mouth. Is it hot or cold? Does it feel granular, soft, hard or something else? Is the consistency pleasant or unpleasant?

Finally trainees may eat the treat.

3. CHINESE PORTRAIT (time: 10 minutes):

Trainees are asked introduce their own *Chinese Portrait* by filling in the following sentences one by one:

If you were a color, you would be
If you were a season, you would be
If you were a shape, you would be
If you had a super-power, it would be

4. THE SUPERPOWER OF INVISIBILITY - ASSUMPTIONS (time: 15 minutes):

Once the trainees have all expressed their ideas through the Chinese Portrait the trainer reveals his/hers "magic wand" and informs the trainees that he/she actually is a magician/fairy that will to all of them the gift of invisibility as a superpower.

Now that all trainees have this superpower are asked to contemplate and discuss about what might be easy and difficult now having that power.

5. THIRD AGE – ASSUMPTIONS (time: 15 minutes):

Once all trainees have expressed their opinion, they are given a new task: they are provides with 4 post-it each or an **observation sheet** and are asked to comment in connection to third age the following:

- ✓ something funny
- ✓ something beautiful
- ✓ something non anticipated (unexpected)
- ✓ something difficult

This task is performed by each trainee individually.

6. THIRD AGE – A FICTIONARY CASE AND ADJUSTED ASSUMPTIONS (time: 10 minutes):

Trainees are invited to watch an excerpt from episode 1 season 3 of Grace and Frankie (time slot 1'18"-5'49'") and to see how two women deal with the matter of invisibility.

After having watched the excerpt, trainees are invited to change or add something in the list provided in section 5 if they wish so.

7. THIRD AGE – A FICTIONARY CASE AND ADJUSTED ASSUMPTIONS (time: 10 minutes):

When the trainees watch another excerpt from episode 3 season 1 of Grace and Frankie (time slot 8"-5'49'") and discuss whether they have experienced a similar condition of not being listened to, even though they hoped they would be and how did it feel. Further discussion is initiated about invisibility and 3d age, especially in connection with EASY Module 2 typology of stereotypes and module 4 the individual and social effects of stereotyping

CLOSURE (time: 15 minutes):

- The trainer asks the trainees how this activity made them feel.
- Trainees are invited to reflect upon the thoughts and feelings provoked throughout the activities process emphasizing on the section with the introduction of Grace and Frankie. Did the activities contribute in knowing more and enhancing new attitudes and stances while understanding and interpreting social reality and deconstructing misperceptions and negative attitudes against ageism?
- The session closes with the Summary of the core ideas, making sure that all trainees realize that the activity focused at only one dimension of ageism and its effect - the invisibility. This notion is important so as for the trainees to contemplate and engage in a self-reflecting process to identify other aspects of ageism.

RECOMMENDATIONS:

The activity may serve as an intro to

- ✓ EASY Module 2 *Typology of stereotypes* and
- ✓ EASY Module 4 *The Individual & Social Effects of Stereotyping*

The activity can be organised for four different groups/levels of audience, the implementation of the activity will require minor adaptation (in terms of terminology used, contextualisation etc) to the needs of the learners, which will be done by the educator.