

# Elder Abuse Awareness Teen Kit



# PROJECT AND PEOPLE INTRODUCTION



## The Project

- History of WEAAD and the *Teen Kit*
- Project Goals
- Your part—What will this look like?
- What are the benefits for the participants?
- Timeframe for the workshop and the project

## The People

- Workshop presenter
- The workshop participants

# BENEFITS FOR YOU AND YOUR GROUP



- ❖ Bringing **awareness** of elder abuse issues and assisting in the **prevention of elder abuse**
- ❖ Providing opportunity to put **youth creativity into action** for a cause that benefits all society
- ❖ Building **empathy and respect** within your community
- ❖ Helping promote **respect** towards your generation within a generation of older adults

# GET TO KNOW AN OLDER ADULT



# WORKSHOP DAY 1



## Getting Started

Who is a senior, an elder, an older adult?

- ✓ senior
- ✓ elder
- ✓ older adult

Surprising facts about elder abuse–Do you know

- why there is little data available?
- how subtle and hidden elder abuse is?
- where elder abuse occurs?
- what we can do to change the statistics for the better?

# CASE STUDIES



## Case Study 1

- Small-group Discussion

## Case Study 2

- Small-group Discussion

## Case Study 3

- Small-group Discussion

## Case Study 4

- Small-group Discussion

## No Words Needed :

- PSA, Government of Canada (video clips)

# CATEGORIZING ELDER ABUSE



## MNEMONIC...

**N**

**N** OT

**N** EGLECT

**E**

**E** VERYONE

**E** MOTIONAL, PSYCHOLOGICAL

**P**

**P** LAYS

**P** HYSICAL

**F**

**F** AIR

**F** INANCIAL

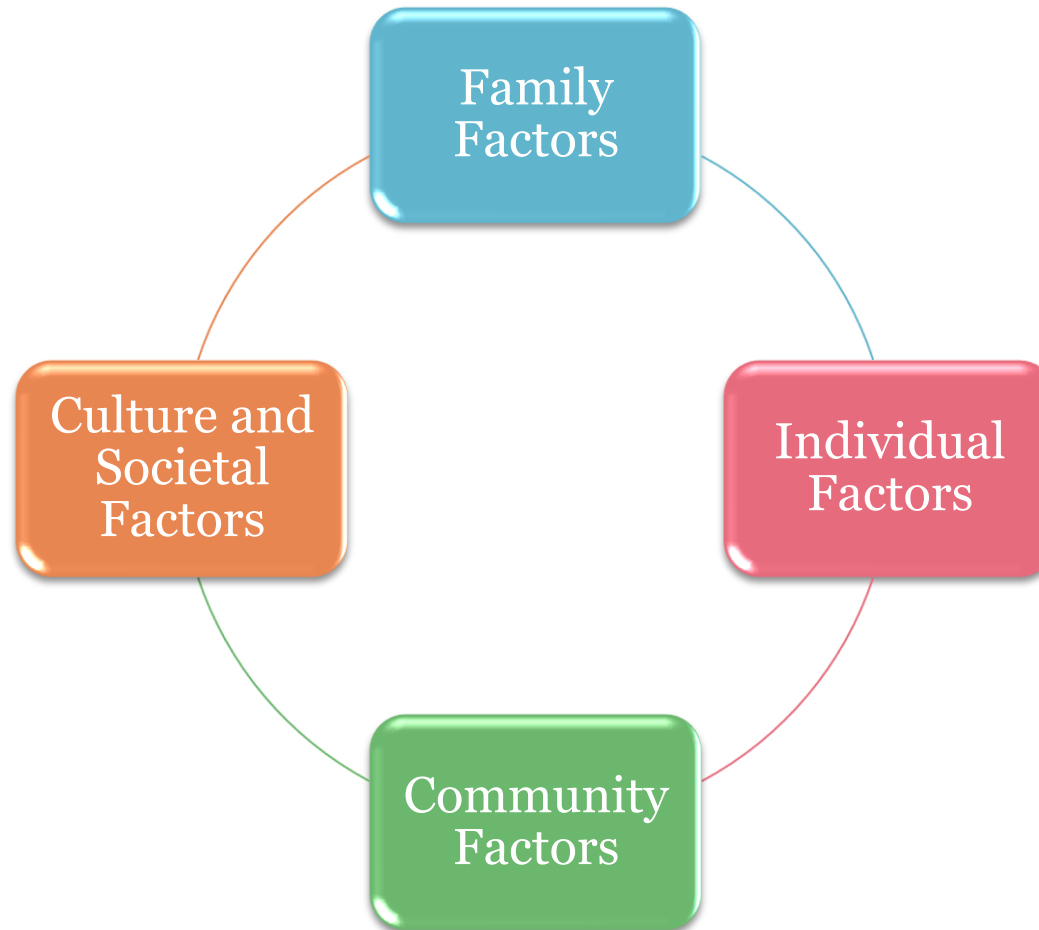
# VOCABULARY



- **Stereotype** (detailed in video [\*Seniors are Cool\*](#))
- **Ageism** (comparison of “old”, “new/young” using T-frame)
- **Human Rights, Basic Necessities, “Golden Rule”, RESPECT**
- **Bullying** (older to younger, younger to older, peer, spousal, sibs)
- **Neglect** (intentional, non-intentional)
- **Risk Factors**
- **Prevention**
- **Resiliency**
- **Geriatric**
- **Palliative**
- **Stages of care** (Independent Living, Assisted Living, Supported Living, Personal Care/Extended Care, Palliative)



# WHAT ARE THE RISK FACTORS RELATED TO ELDER ABUSE?



# COMPUTER BROWSING



You will have one block (30–45 minutes) in the computer lab.

During this time:

1. Visit the UN Web site and review the *Rights of the Child* and *Principles for Older Persons*.
  - o What rights are identified?
  - o What are the rights of the older person?
  - o How are these similar to/different from the rights of youth?
2. Briefly browse the Web sites mentioned on the hand outs.
3. Be prepared to share key findings from browsing the Web sites.
4. Consider possible elder abuse awareness project topics.

# THINKING ABOUT YOUR PROJECT



- Who will be your partner(s)?
- How much time do you have available?
- What action could you take to make a difference?

## The IDPA-E project format

- ❖ **Intent**–What are your goals?
- ❖ **Design**–What will the project look like?
- ❖ **Presentation**–Establish how the project will be presented.
- ❖ **Activities**–What is your plan of action?
- ❖ **Evaluation**–How will you know you reached your goals?

# PROJECT IDEAS



1. Write a **media release** and get it into local paper.
2. Create **posters** and put them up in community venues.
3. Do a **skit** for your school assembly and then for another school.
4. Do a brief **presentation** in a younger-aged class.
5. Exchange with your **mayor, service club, community venue**.
6. Make up **slogans**... write on tee-shirts to wear, put on buttons.
7. Sponsor a **writing contest** (poems) about awareness and human rights for older adults

# PROJECT IDEAS



8. **Throw a party** to generate interest in your message.
9. Create a **link on your school Web site**.
10. **Go downtown at a busy time of day, stand on a soapbox** for 30 minutes and give out your message, hand out brochures you have made, or distribute buttons for World Elder Abuse Awareness Day, June 15.
11. Find **storybooks** that illustrate elder abuse issues, read them to an elementary class or at the public library.
12. Have a **panel discussion** at noon.
13. **Invite elders** to participate in helping you share the message.
14. **Write a rap** and perform it.
15. **Build a list of on-line resources** for inquiry into elder abuse and its prevention.

# PROJECT IDEAS



16. **Make a Power Point presentation** or **YouTube** video to share.
17. Make a **brochure** and distribute it.
18. **Make inserts** to drop into grocery bags, and have the grocery store help you distribute the message.
19. **Get paper bags from liquor store** and hand draw the message on as many bags as you can. Return the bags to the store for distribution.
20. **BRAINSTORM**, develop one of your good ideas, go on-line and see what others have done, talk to your older adult friends about their ideas for spreading the message.

# COLLABORATIVE MEETINGS



Sign up for a meeting. Be there on time.  
Come with some decisions made about

what you  
would like  
to do

what is  
reasonable  
for you to do

whom you  
would like  
to work with

how much time  
you can spend  
on this

# HOW DO YOU START?



1. **Brainstorm** ways to approach your goal.
2. **Project breakdown.** Decide whether you will do separate projects or one larger project with smaller aspects.
3. **Make an organized list** of project ideas and prioritize or vote.
4. **Work backwards.** Start with your anticipated project outcome and work backwards to see how to reach it.
5. **Keep it simple.** Start small and add more later.
6. **What's your passion?** Think of something that you are passionate about doing (photography, working with pets, music, hockey) and use that passion as the medium of expression for your area of interest in elder abuse awareness and prevention.



# EXIT CARD



Share your thoughts using the “exit card”.

Post your note on the board before you  
“exit” the workshop.

Thank you!

# WORKSHOP DAY 2

## –WELCOME BACK



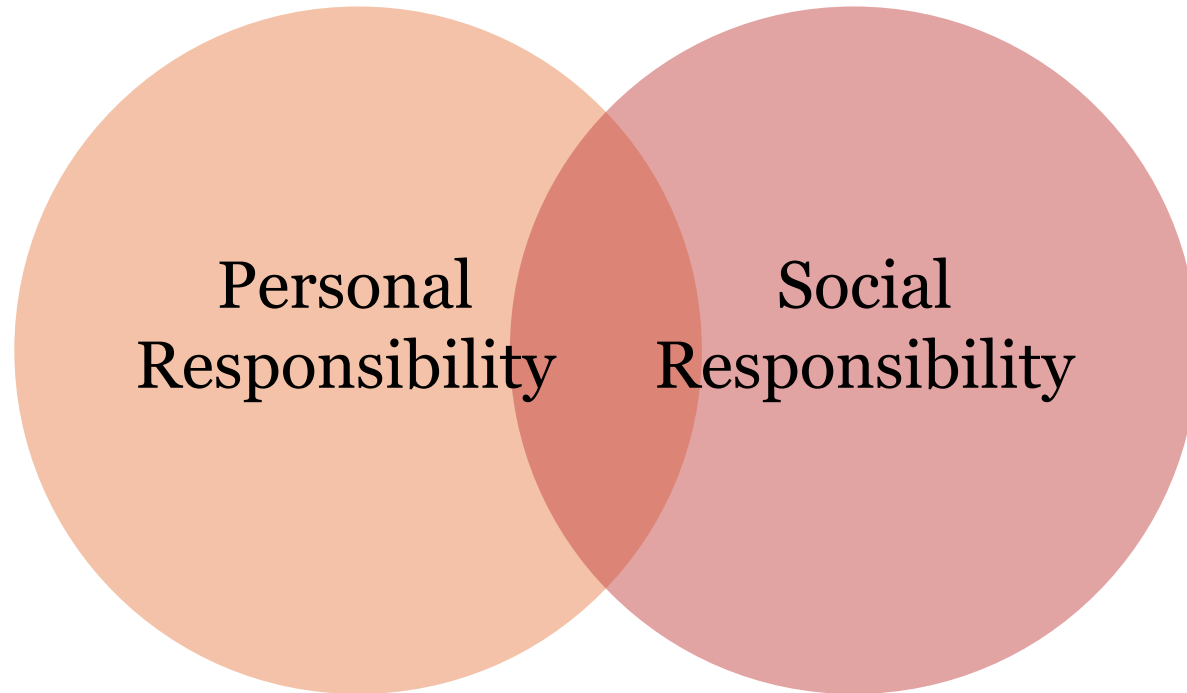
### Today we will

- Review our ideas from yesterday;
- Consider project format and plans;
- Start work on the project, using the format **IDPA-E**;
- Schedule planning meetings with individuals and small groups (afternoon session).

# PERSONAL RESPONSIBILITY AND SOCIAL RESPONSIBILITY



Venn diagram



How are they the same?

How are they different?

Sharing our thoughts

# VOLUNTEERING TO MAKE THE CONNECTIONS



# THE QUESTIONS



- ❖ Can you be **personally** responsible and not **socially** responsible?
- ❖ Can you be **socially** responsible while not being **personally** responsible?
- ❖ Do you need to be **one before the other**?

Whose Responsibility Is  
Elder Abuse Awareness And Prevention?

IT'S YOURS!



# REMEMBER...



## “Not Everyone Plays Fair”

**N** E G L E C T

**E** M O T I O N A L / P S Y C H O L O G I C A L

**P** H Y S I C A L

**F** I N A N C I A L

# TIME TO SHARE AND REFLECT



Two participants discuss each question for two minutes. Stop and share your two best ideas from the discussion with two other group members.

- When does **thoughtlessness** become “neglect” or “abuse”?
- When does “neglect” become “abuse”?
- What does your group believe is **one determining factor for prevention** of abuse of older adults?
- How is **bullying** within your peer group the same as/different from **elder abuse**? How does **mistreatment** make you feel?



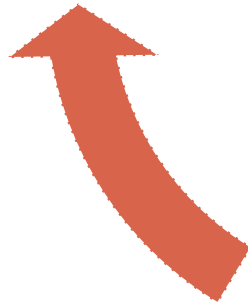
# TIME TO SHARE AND REFLECT



Views of  
older adults

Respect of  
all ages

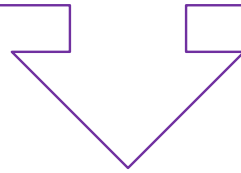
Cultural  
norms



# HOW CAN WE MAKE A BIG STORY BIGGER



Youth can make a difference.  
Individuals can make a difference.  
“Attitude determines altitude.”



- Link story to topical “picture of the day”.
- Be an opportunist—risk and opportunity.
- Take the story to the media.
- Embrace celebrities.
- Speak out in numbers.

# MUTUAL RESPECT



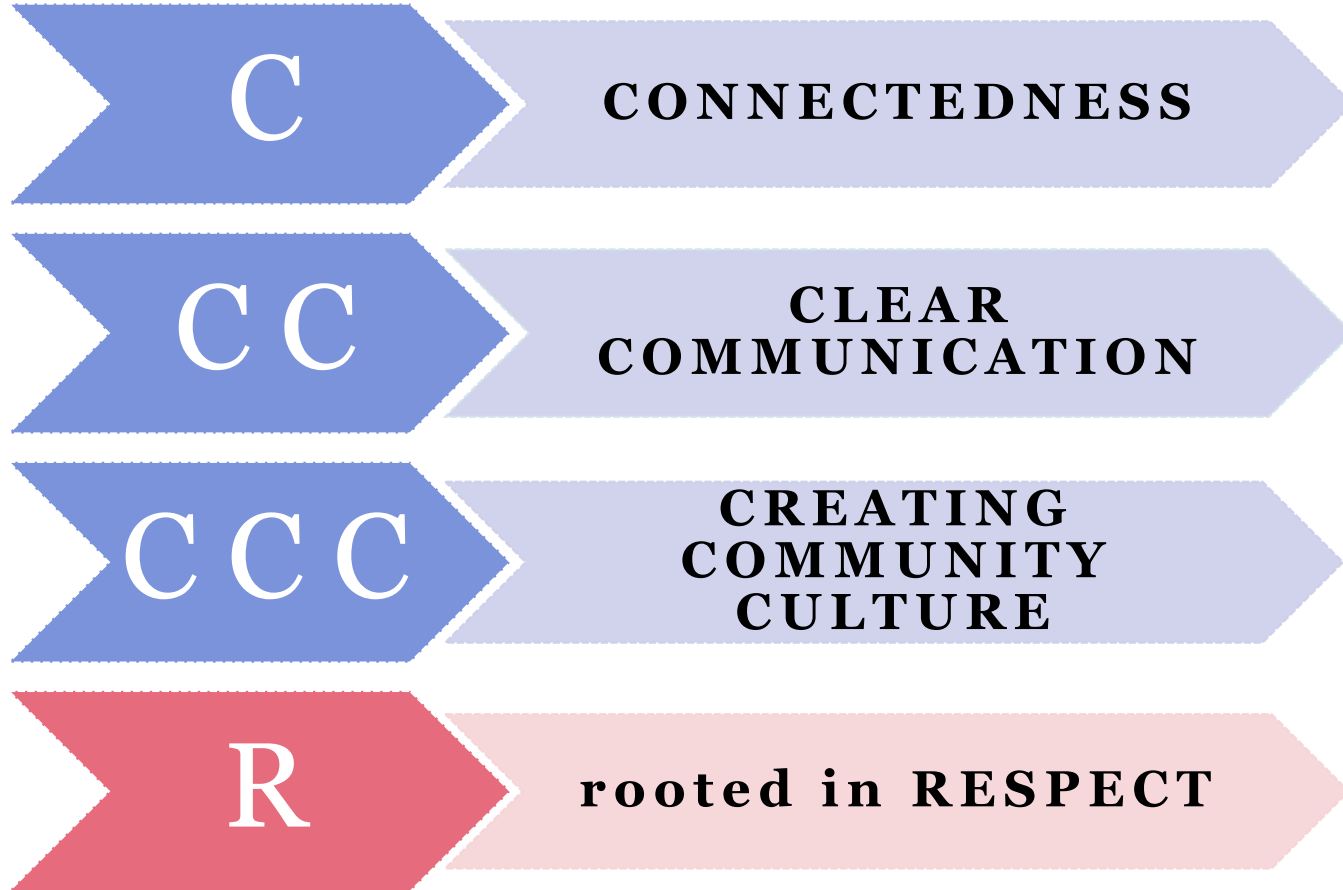
# PROJECT CRITERIA



1. Topics selected by students, negotiated by teachers.
2. Formatted in **IDPA-E (Intent, Design, Presentation, Activity, Evaluation)**
3. Time management (you will have \_\_\_\_ class hours)
4. Assessment and evaluation
  - ✦ self, peer, teacher (course work)
  - ✦ time log for each participant, total for group as a whole
  - ✦ criterion referenced (time, effort, quality)
  - ✦ How did you get your message out to community beyond your institution?
  - ✦ due dates?
  - ✦ How will you know if your project had the results you wanted it to have?

# IN REVIEW

How do you build resiliency into community?



# EXIT CARD QUESTIONS



1. List the **four categories** of elder abuse from the most easily identified to the most difficult.
2. How can **elder abuse awareness lead to prevention** of elder abuse?
3. What **one factor** in our community can we change that could potentially lead to eradication of elder abuse?

# CLOSING THOUGHTS



*“For age is opportunity  
no less  
Than youth itself, though in  
another dress,  
And as the evening twilight fades  
away  
The sky is filled with stars,  
invisible by day.”*

—Henry Wadsworth Longfellow,  
Poet



# Thank you!