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
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  NOT  NEGLECT
E  EVERYONE  EMOTIONAL, PSYCHOLOGICAL
P  PLAYS  PHYSICAL
F  FAIR  FINANCIAL
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?

Family Factors

Culture and Societal Factors

Community Factors

Individual Factors
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.
   - What rights are identified?
   - What are the rights of the older person?
   - 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?
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.
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.
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!
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

- Personal Responsibility
- Social Responsibility

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”

NEGLECT

EMOTIONAL/PSYCHOLOGICAL

PHYSICAL

FINANCIAL
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

Respect of all ages ← Views of older adults

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?

CONNECTEDNESS
CLEAR COMMUNICATION
CREATING COMMUNITY CULTURE
rooted in RESPECT
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?
“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