

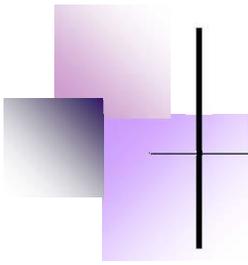
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# Elder Abuse Awareness Teen Kit

Intergenerational Trust Building:  
An Untapped Resource for  
Preventing Elder Abuse



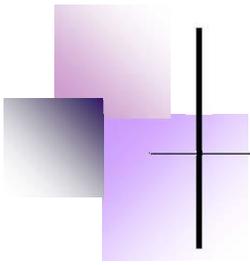
*World Elder Abuse Awareness Day*  
*EVERY DAY*



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# Acknowledgments

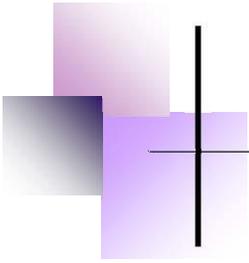
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There is a growing concern in government and social interest groups regarding the lack of opportunities for building healthy connections between youth and older adults in our society. With increased mobility in jobs, shifting marital status and a wide range of choices in living arrangements, generations are often forced apart both in time and place. This makes it difficult to maintain connections between generations, and misunderstandings and misinformation can result. Such lack of connectedness can contribute to disrespect and possible mistreatment and neglect of older persons.

Often not connected within the world of work, older and younger generations may only know about one another through media, television programs, and limited personal contact. Time to visit and get to know one another is not easily facilitated in the same way that it was in years past. Individuals in both generations may struggle with isolation and exclusion, their lives devoid of caring and meaningful social contact.

Materials such as the *Elder Abuse Awareness Community Tool Kit* and *Elder Abuse Awareness Teen Kit* are meant to assist individuals and groups in all generations to work collaboratively, creating time and place for respectful intergenerational connecting. Intergenerational trust building is a largely untapped resource for understanding and preventing elder abuse. It has potential to build resiliency within community and society-at-large.

The revision of the *Elder Abuse Awareness Community Tool Kit* and the emergence of its companion document, *Elder Abuse Awareness Teen Kit* are indicators of the commitment of the Canadian Government and the associated groups such as INPEA, IFA and CNPEA in building trust and empathy between generations. In developing the rich natural and national resource of intergenerational connecting, we support the future peace of individuals.



We acknowledge the Public Health Agency of Canada for its contribution to the further development of these resources for all educators, those found in communities, schools, faith- and culture-based groups. Many thanks to the teachers, administrators, students and older adults who have worked through a number of formative months on the pilot project that has resulted in this *Teen Kit*.

The pilot for this kit involved a national representation of over one hundred teenagers and educators from British Columbia, Manitoba, Ontario, Quebec and Newfoundland. It is our plan to continue dissemination of the workshops and youth involvement to include all provinces and territories. We welcome you to assist us in this mandate.

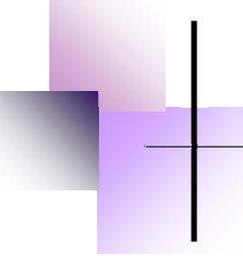
**A note from Teen Kit Project Consultant and Author**

**Sharon MacKenzie BA, Med**  
[sharonlmackenzie@gmail.com](mailto:sharonlmackenzie@gmail.com)

*Throughout my thirty years as an educator and community volunteer, one of the things I valued most was the richness that intergenerational connecting brought to my students and to my family. When I was asked to take on the Teen Kit Project, I embraced it with a deeply embedded passion. Teens are one of society's most engaging and powerful change agents. It was clear to me that connecting youth and older adults would create a powerful bond that could expose, and go on to prevent, elder abuse. This Kit is a testament to all teenagers and their amazing creative energy, their overwhelming capacity for empathy, and their ability to say what they mean, mean what they say, and be who they want to be.*

**Teen Kit Editor**  
**Delphine Santini**  
**IFA Project Officer**  
[dsantini@ifa-fiv.org](mailto:dsantini@ifa-fiv.org)

***“Together we are stronger”***



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## Stakeholders

- **Partners:**

- Canadian Government (Public Health Agency of Canada)
- International Network for the Prevention of Elder Abuse
- International Federation on Ageing
- Canadian Network for the Prevention of Elder Abuse
- i2i Intergenerational Society

- **Project Directors:**

- Elizabeth Podnieks, Vice-President, International Network for the Prevention of Elder Abuse, Founder and Chair, WEAAD
- Greg Shaw, Director, International and Corporate Relations, International Federation on Ageing

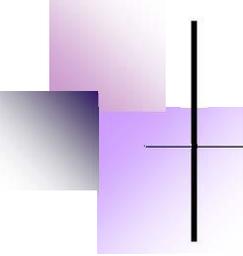
- **Teen Kit Lead:**

- Sharon MacKenzie, Executive Director, i2i Intergenerational Society CA (researcher, project consultant, writer) [www.intergenerational.ca](http://www.intergenerational.ca)

- **School Co-participants:**

- Phoenix Middle School, Campbell River, British Columbia, CA
- Stonewall Collegiate, Stonewall, Manitoba, CA
- Unionville High School, Markham, Ontario, CA
- Philemon Wright High School, Gatineau, Quebec, CA
- Prince of Wales Collegiate, St. John's, Newfoundland, CA

This *Teen Kit* is designed to be used by community organizations, not-for-profit organizations, service clubs, schools, faith-based or cultural centres, individuals and groups. All aspects of this kit have been field-tested and are a compilation of input from teenagers 14–18 years old, educators, administrators, community and senior partnership groups from across Canada.



# Preface

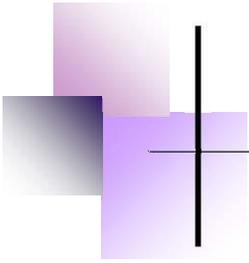
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Ageism has its affect on both the younger and the older in our communities. One of the ways to break down its stereotypical style of dividing generations is to purposefully build positive intergenerational connections into everyday living. These relationships of understanding and respect develop resiliency in community. They foster empathy and encourage personal responsibility in our roles as care takers of one another. Mistreatment, neglect and bullying are terms that are heard and felt across every generation. It is time to strengthen our skills and our resolve to prevent mistreatment of older adults, and set respectful parameters for all interactions between all people.

Although we bring focus to elder abuse on World Elder Abuse Awareness Day, June 15th of each year, awareness must in fact build every day, becoming a permanent state of being for all. Intergenerational Day Canada, June 1st, also is a day set aside to remind us that every day is an opportunity to connect between generations. Focus days are national and international icons of social responsibility, but every day is the personal responsibility of each of us to make a positive difference in how we relate to older adults, and to those of all ages.

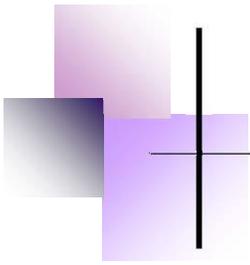
The workshop housed in this kit and the exemplar activities that follow have been envisioned by educators, youth and older adults. They are not limited to school classrooms, but are ideas for faith-based organizations, service clubs, recreational and cultural associations and a wide variety of community-based interest groups. This document is a guide. It serves to show you, the adult lead, what may be done but is by no means prescriptive or limiting. Activity bringing awareness to mistreatment or neglect of older adults should involve all generations in respectful planning, implementation and celebration.

Empowerment of all ages is the goal as we strive to understand the needs of each other, and work together to ensure that every individual is treated with respect and caring.



Purposeful and positive intergenerational activities are a society’s greatest opportunity to dispel a lack of trust and respect, and instead build positive and meaningful bridges linking ages and stages. The *Elder Abuse Awareness Teen Kit* provides seeds to grow secure and valuable inter-personal skills within and between generations. We all will benefit from involvement in this field as every single one of us faces the challenges of growing older on a moment-by-moment, daily basis.

*“Together we find security”*



# Elder Abuse Awareness Community Tool Kit

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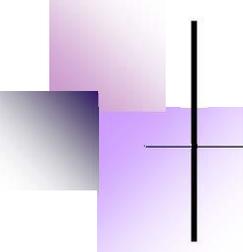
The [\*Elder Abuse Awareness Community Tool Kit\*](#) has undergone a significant revision recently. If it is your intention to become involved in the awareness building movement, it is suggested that you first take time to review the *Community Kit*. It houses the background information and historical references that will assist you in understanding the wider purpose of this work. If you have limited time, you might like to take a look at these pages:

- 5–9 (background information),
- 27–31 (research and reference links),
- 44–54 (the broader community-based nature of elder abuse awareness).

If you are not comfortable with the company of older adults or younger people, it is advisable that you become familiar with the background information provided in the community resource. Initially launching into intergenerational activities can be stressful to some adult leads, youth and older adults. Sadly, many of us have become largely unaccustomed to being with older or younger generations as we live and work increasingly in mono-generational settings.

The word *community* itself beckons us to reconnect generations, and to find and value more of what we share in common, rather than focusing on what drives us apart. Aging is the one constant common to all living things, regardless of culture, country, gender, or race. Any effort made to respectfully reconnect and build texture into our relationships with one another is effort well spent. As in most human relationships, 1 + 1 does not equal 2, but rather can go far beyond in value.

*“Together we have resiliency”*



# Why Have a Teen Version of the Tool Kit?

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## The *Elder Abuse Awareness Teen Kit* was developed to:

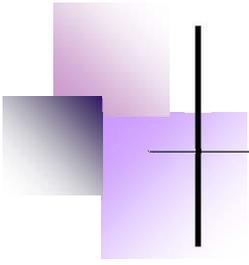
**Bring awareness to teens about  
issues of ageing**

**Act as a guide for adult lead  
partners to assist teens in this  
pursuit**

**Empower youth projects to  
inform community**

**Promote a world free of abuse,  
neglect and bullying**

**Provide assistance to youth in  
finding sustainable ways to  
exchange ageist attitudes in our  
communities for informed and  
productive intergenerational  
relationships**



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## The *Teen Kit* is supported by these resources:

- ***Elder Abuse Awareness Community Tool Kit***

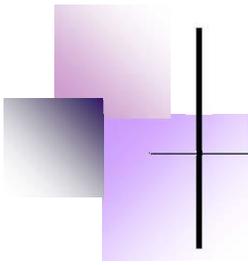
Just as we stand on the shoulders of those who came before us, so does the *Teen Kit* stand on the shoulders of the work housed in the [Community Tool Kit](#). The *Community Tool Kit* is a comprehensive document and provides philosophy and vision. As teens become young adults participating in the society at large, the *Community Kit* is there to assist them in their pursuits.

- ***Across the Generations: Respect All Ages***

The continuum of caring can start before the teen years. Teens can be strong mentors to the very young, just as the older adult community has the capacity to mentor its adolescents. A national curriculum funded by the Public Health Agency of Canada, *Across the Generations: Respect All Ages* ([Seniors Are Cool Video](#)), is a series of stand-alone lessons and activities to build informed and empowered intergenerational relationships between children aged 9–12 and older adults. Using this curriculum, adult leads and teens can mentor children towards better understanding of issues of aging.

These resources provide a strong developmental base for sustainable healthy community connectedness. Advocacy for respectful bridge building between age groups is a valuable tool in ensuring an enriched future for all. It is a proud time for our country when government, not-for-profits and private individuals all have made such a collaborative effort to provide quality tools and resources that reinstate our most compelling historic connection, intergenerational respect and love.

***“Youth, Adults, Older Adults,  
Together we have the stability of a tri-pod”***

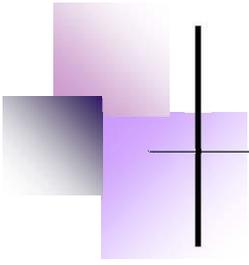


# What Does the *Teen Kit* Include?

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## The *Teen Kit* consists of 4 parts:

<p>Part 1:</p> <p><b>Downloadable Power Point presentation</b></p>	<ul style="list-style-type: none"> <li>• Adult-led presentation of information, with collaborative discussion amongst participants on the topic of elder abuse awareness and prevention</li> <li>• <u>Suggested timeframe:</u> 5–7 hours, or ~1.5 school days, includes discussion time and activities (may vary)</li> </ul>
<p>Part 2:</p> <p><b>Workshop for teens on community project development</b></p>	<ul style="list-style-type: none"> <li>• Collaborative workshop for the creation and development of youth projects to broaden awareness of elder abuse within local community</li> <li>• Adult lead(s) and youth teams determine the strength of the proposed teen projects and negotiate the logistics of project development and implementation</li> <li>• <u>Suggested timeframe:</u> Series of 15- to 20-minute timeslots for individual and small group meetings (group size will determine overall time required)</li> </ul>
<p>Part 3:</p> <p><b>Youth group/individual project research and planning</b></p>	<ul style="list-style-type: none"> <li>• Youth make respectful community connections in researching project and planning for implementation</li> <li>• <u>Suggested timeframe:</u> Will vary</li> </ul>
<p>Part 4:</p> <p><b>Project implementation by youth</b></p>	<ul style="list-style-type: none"> <li>• Implementation, reflection, and celebration of successes</li> <li>• <u>Suggested timeframe:</u> Will vary</li> </ul>



## The *Teen Kit* provides this information:

1. How to get started with the Teen Kit concept
2. Elder abuse awareness—background information for teens
3. World Elder Abuse Awareness Day as focus for on-going work
4. Workshop/presentation by adult leads—Power Point with notes
5. Project planning workshop—includes simple planning template
6. Summary comments
7. Celebrating success and understandings
8. Figures
  - Pre-Workshop: planning list of requirements, and permission letters
  - Workshop Materials: assessments, Web sites, United Nations materials
  - Project Materials: planning templates, time log
  - Post Workshop: feedback and assessment sheets
9. Resources
10. Project exemplars—empowering teens to disseminate their message

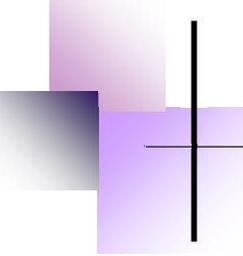
### **The motivation for the kit is always the same:**

To inform, educate and empower teens to make on-going differences in their communities regarding respect and empathetic treatment of people of all ages, in particular of those adults who are older.

### **The approach presented by the kit is always the same:**

Respect, Information, Collaboration and Empathy

*“We can ‘get it together’, together!”*

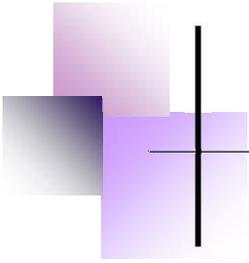


# How-to-Get-Started Checklist

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## Adult Lead Start-Up Checklist

1. Research the topic of elder abuse. Be informed.
2. Determine your participant audience (youth group, school, seniors, etc.).
3. Invite partners to assist in collaborative planning and implementation by distributing a letter with information about the project (**Figure 1**).
4. Send a letter to parents/guardians of identified teens outlining the *Teen Kit* goals and parameters (**Figure 2**).
5. Set an overall timeline:
  - Inform parents, administrations, other community partners.
  - Attain permission and collaboration to initiate *Teen Kit*.
  - Identify dates/locations/presenter(s) for the workshop.
  - Set dates for completion of project research and plans.
  - Set dates/times for implementation and end of projects.
  - Ensure all formal permission for participation is gathered (media releases, consent for photo distribution, travel, etc.).
6. Determine safety and liability issues (legal aspects, i.e. ethics, laws, privacy, requirement of criminal record checks, health considerations).
7. Plan to collaboratively reflect, review, and evaluate your work.
8. Celebrate! Look to the future and sustain the positive momentum the co-participants have fuelled. Pass the good word about the kit along.



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- **Where does it end, LOCALLY?**

It doesn't! Keep working to make and sustain intergenerational connecting. Work at the initiative until it becomes "just the way things are", positive caring attitudes in all ways, always.

Keep in mind as well that empowerment is not just about someone doing something for others, but is also about individuals doing something for themselves.

Older adults need to have a say in the development and implementation of any project that helps bring awareness to mistreatment, neglect or disrespect of their generation.

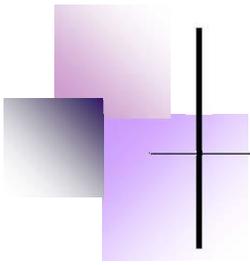
So it follows that youth need to take a stand within their own peer group to ensure that they too are treated with respect, equality and empathy.

- **Where does it end, GLOBALLY?**

Changing of attitudes is always a two-way street and requires active involvement by all of those affected. Respect given is respect received—locally, nationally and internationally.

The United Nations' *Universal Declaration of Human Rights*, *Convention of the Rights of the Child* and *Principles for Older Persons* all speak to this mandate (see **Figures 7, 8, 9**).

***“Local, National, International  
Together we are global”***



# Background Information for Teens on Elder Abuse Awareness

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## Awareness

Awareness is the first step to changing attitudes. The goal of this kit is first to bring awareness of the issues of aging to teens, and then to empower the teens to take the message of prevention of elder abuse to their peers and out into the communities in which they live.

- **WHO is considered to be an elder, older adult, retired or senior citizen?<sup>1</sup>**

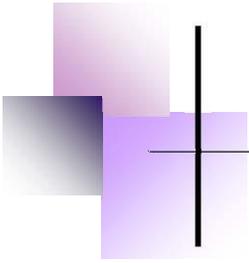
The terminology used for older adults varies. Generally “aboriginal elder” is a term used in First Nations communities and is not necessarily characterized by chronological age, but rather by the individual’s ability to pass down the knowledge of the culture.

A “senior citizen”, by way of a mainstream/western definition, is a person of fifty-five years of age or older. Sixty-five years of age can be a legal designation for “senior” in some aspects of Canadian law. “Retired” is a term that may refer to adults of any age moving out of the job force. Elder abuse and neglect programs can involve adults as young as fifty years of age.

In this guide, we will generally refer to “older adults”, without reference to chronological age. It is important to reflect that aging is a continuum, and the challenges and situations that face each of us, as we grow older may vary significantly. Respect must envelope all stages, and all ages.

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<sup>1</sup> *Across the Generations: Respect All Ages*, National Curriculum, Public Health Agency of Canada, 2010



- **WHAT is meant by “abuse and neglect of older adults”?**

“Elder abuse” is defined by the Government of Canada (2009) as “any action by someone in a relationship of trust that results in harm or distress to an older person. Neglect is a lack of action by that person in a relationship of trust with the same result. ... Abuse can be a single incident or a repeated pattern of behaviour.”<sup>2</sup>

- **WHERE does mistreatment and neglect of older adults occur?**

- OFTEN**
  - within the family
  - in the community
- SOMETIMES**
  - inside institutions: hospitals, care facilities, residences for older adults

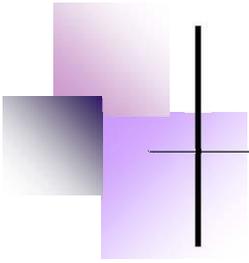
- **WHEN does mistreatment and neglect of older adults occur?**

Surprisingly more often than any of us would suspect, a growing demographic of older adults are experiencing disrespectful behaviours and attitudes that may lead to actions which seriously impact their personal rights and freedoms.

Too often our stereotypical thinking, subconscious acceptance of violence as “entertainment” and our automatic assumptions related to the value of “new” as opposed to “old” blind us to the realities of mistreatment and neglect of older people. Understanding of these underlying roots within our societal thinking is a critical consideration if we are to make positive sustainable change starting from childhood, through youth, to adulthood. Exposing ageist attitudes and disrespect of all ages holds an important role in building resiliency within society.

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<sup>2</sup> *Elder Abuse: It's Time to Face the Reality*,  
[http://www.seniors.gc.ca/images/upload/canada/154/3272\\_hrsdc\\_abuse\\_broch\\_eng\\_v3.pdf](http://www.seniors.gc.ca/images/upload/canada/154/3272_hrsdc_abuse_broch_eng_v3.pdf)



- **WHY does mistreatment of older adults occur?**

Many older people who do experience mistreatment are quite able to make decisions for themselves. Some of these older adults live on their own, and some may live with a grown child or spouse. In three provinces surveyed, anywhere from 50–74% of the reported cases of abuse of an older adult revealed the abuser was either a child of the older adult or the spouse.<sup>3</sup>

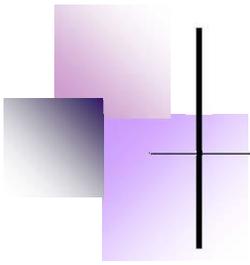
Mistreatment of older adults can occur unintentionally or intentionally. “Family members or friends may not acknowledge or report the abuse or neglect of older adults because they are not familiar with what they can do and where they can get assistance. Sometimes they just do not wish to become involved.”<sup>4</sup>

*“Together we have more sets of eyes”*

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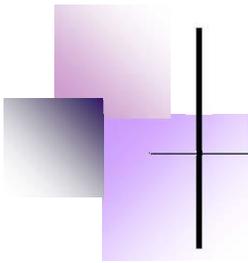
<sup>3</sup> [Community Awareness and Response: Abuse and Neglect of Older Adults](#), Public Health Agency of Canada, 2002, p.17

<sup>4</sup> Ibid. p.24



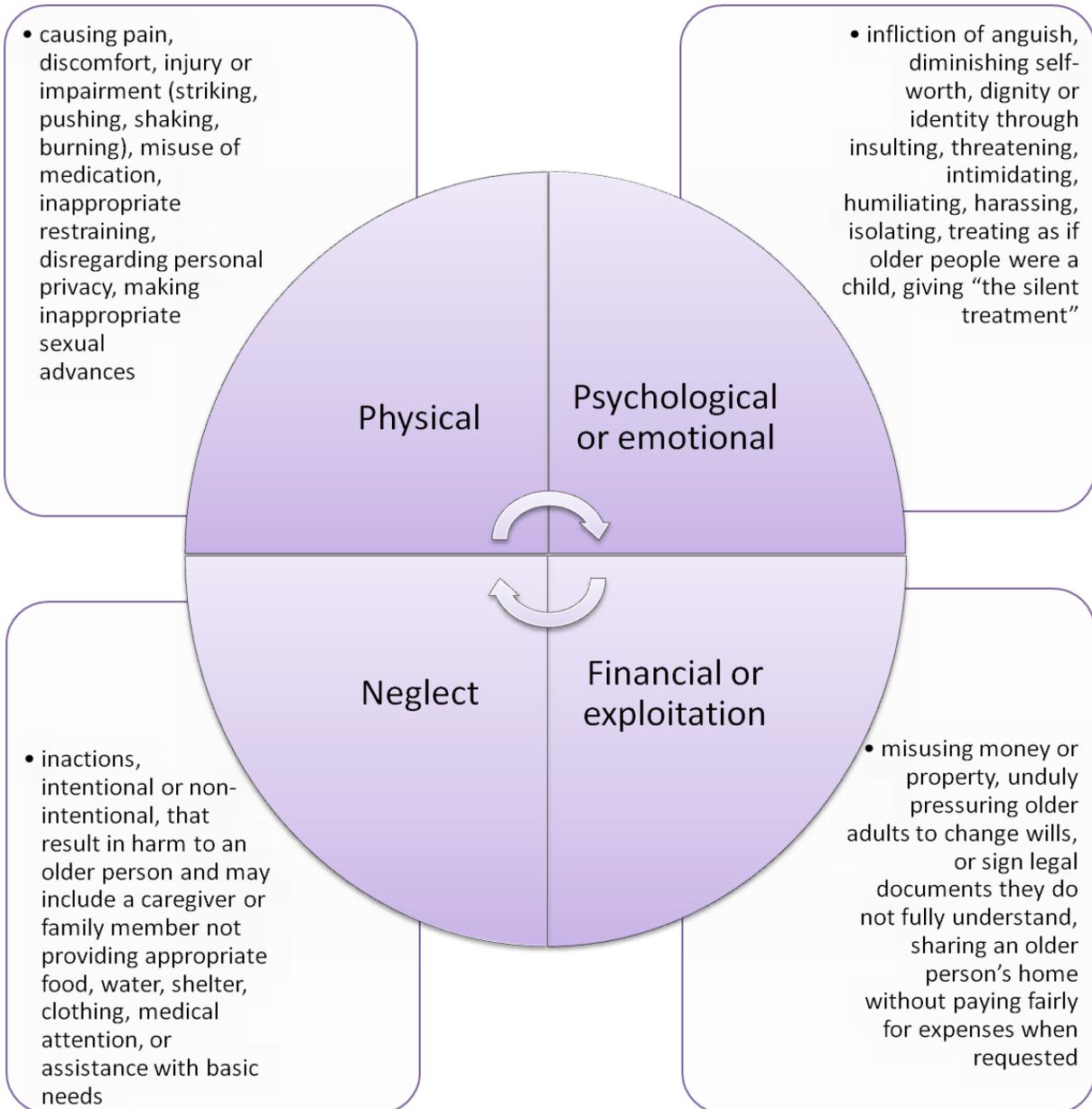
## Risk factors in mistreatment of older adults:



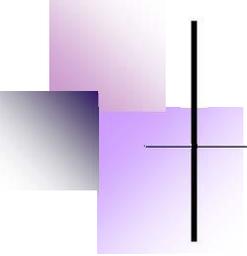


- **HOW does mistreatment and neglect of older adults occur?**

Researchers have described “abuse and neglect” of older adults in four categories:



*“Together we can fight ignorance and bring understanding”*



# –A Day of Focus– WEAAD, June 15th World Elder Abuse Awareness Day

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For some reason, it is generally easier to work towards a single point, one goal at a time. Therefore, World Elder Abuse Awareness Day, June 15th, does in fact give adult leads and youth a specific date upon which to focus. However, June 15th is just one day in a continuum of attitudinal change. What this kit strives to accomplish is an awareness that permeates every day and all that we do. Its purpose is to change attitudes that are destructive to the well-being of our communities into positive sustainable networking between all ages.

Note this information from the *Elder Abuse Awareness Community Tool Kit* (pages 6-10) on WEAAD, its purpose and history:

“World Elder Abuse Awareness Day involves activities to bring greater recognition of mistreatment of older adults wherever they live throughout the world, and to highlight the need for appropriate action. It is intended to give abuse and neglect of older adults a global relevance that will sustain and move prevention efforts forward throughout the whole year and years to come.

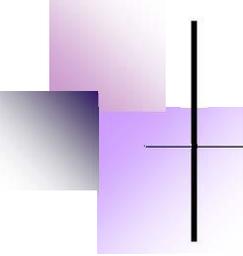
World Elder Abuse Awareness Day involves national and international activities developed by countries, communities, neighbourhoods and organizations collaborating in multigenerational and multidisciplinary initiatives. It can encompass volunteer and education programmes, cultural and art events, as well as diverse use of information technology, all aiming to create an awareness of elder abuse and its consequences.”<sup>3</sup>

It is important to realize that this date in Canada is a busy one for teens in the schools. Exam schedules, graduation and plans for summer jobs and holidays may restrict the ability of youth and their significant adults to become completely involved on June 15<sup>th</sup>. Intergenerational Day Canada, June 1st ([www.intergenerational.ca](http://www.intergenerational.ca)) is committed to reminding busy individuals that WEAAD is approaching. It gives some added attention to the issues of aging while reminding us to celebrate our generational differences. In bridging the gaps with simple activities, we can respectfully celebrate our treasured commonalities.

*“Together we can celebrate and have fun”*

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<sup>3</sup> *Elder Abuse Awareness Community Tool Kit*, page 6, 2010.



# Workshop Part 1 – Power Point with Presentation Notes

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[Click Here](#) to view the Power Point presentation adult lead working with youth may use. This presentation directs discussion on elder abuse, awareness and prevention. It informs youth about the issues of aging, gives them problematic situations for small group discussion and reflection, and begins discussions regarding projects to bring awareness and purposeful community connections with older adults.

Read through the accompanying notes at the bottom of each slide for clarification. Remember, this is not prescriptive. It is only one example of a Power Point presentation. You may want to adapt it, or develop your own.

❖ **TIME:**

The Power Point presentation requires approximately 5–7 hours (~1.5 school days) if discussion/Web site review/worksheets are included.

❖ **MATERIALS TO SUPPORT:**

The following Figures (downloadable worksheets) will assist in the presentation of the ideas outlined in the Power Point:

**Figure 3**—List for Adult Lead—Workshop Needs

**Figure 4**—Youth Participant Pre-assessment (optional)

**Figure 5**—Scenarios: Mistreatment of Older Adults

**Figure 6**—Useful Web sites

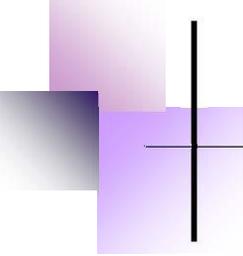
**Figure 7**—*UN Convention on the Rights of the Child*

**Figure 8**—*UN Universal Declaration of Human Rights*

**Figure 9**—*UN Principles for Older Persons*

**Video downloads:**

- *Elder Abuse—It's Time to Face the Reality*, Public Service Announcement, Government of Canada [Click Here](#)
- *Seniors Are Cool!* [Click Here](#)
- *Whose Grandma Are You?* (10-minute YouTube) [Click Here](#)



# Workshop Part 2 – Project Planning

## The IDPA-E Template

### ❖ TIME:

Each individual or group will require a 15- to 20-minute meeting with the adult lead(s), after youth has participated in the Power Point presentation and discussions, to confirm project goals, logistics, and timeline.

A project planner for groups and individuals, with time log (Figures 10 and 11)

- ✓ **I Intent**—the group will state their intended outcomes, or goal(s)
- ✓ **D Design**—in a short phrase, the group will define the “look” of their project (e.g. poster, campaign, Public Service Announcement [PSA], etc.)
- ✓ **P Presentation**—the group will work together to determine presentation format
- ✓ **A Activities**—the group will develop an action plan, designating jobs to individuals or groups, and setting deadlines
- ✓ **E Evaluation**—the group will determine some way to evaluate whether their project, when implemented, reached their goal

**“IDPA-E”  
PROJECT FORMAT PLANNER**

Title of the project \_\_\_\_\_

Number of project participants and age range \_\_\_\_\_

Time for project planning and implementation \_\_\_\_\_

**INTENT**

- What will the project attempt to do?
- Who is the intended audience?
- What is the timeline for development and implementation?

**DESIGN**

- What will the project look like? (play, PSA, campaign, poster...)

**PRESENTATION**

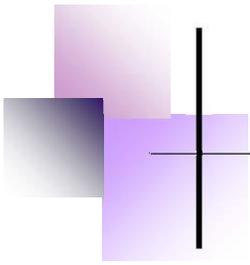
- Establish how the project will be presented

**ACTIVITIES**

- What is the sequence of project development?
- Who will be responsible for each of the steps?
- What is the approximate timeframe?

**EVALUATION**

- How will we know that we achieved our intent?
- What indicators of success will we have?
- How can we improve, sustain, and share our project?



## Summary Comments

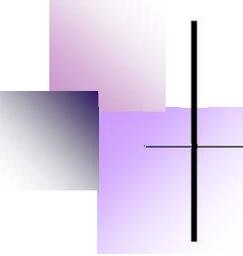
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The important thing about bringing awareness to elder abuse is not that we do something astounding, perfectly executed, or worthy of media accolades. The important thing is that **we do something positive**, however small, and that **we keep doing it**. Small things do accumulate to become forces that change societies and change the way we experience our world.

To stand still regarding important issues as life passes us by is the ultimate failure of personal responsibility. Without personal responsibility, how can we ever be socially responsible in an honest, involved and sustainable way? Awareness of mistreatment of older adults is not just “everyone’s responsibility” or “the other person’s responsibility”, it is the responsibility of each and everyone of us. The *Teen Kit* gives suggestions for starting places for individuals, places that are reasonable and have grounding in understanding and empathy.

By expecting governments, not-for-profit organizations and the proverbial “others” to make positive change for all ages, all cultures, all economic and social backgrounds, we ultimately give away the individual’s opportunity to be empowered and strong. We relinquish our own ability for self-determination. The youth who prepared these exemplars were self-determined to make a difference. And, they did just that.

Many times in our society the most important and valuable things that take place do not cost a penny, but just require our attention, our commitment, our time, our respect and our love. These delicately human qualities are within each one of us, and resource Kits such as this one nurture those qualities, value them and carry them forward to improve life as we know it. Keeping your projects and plans **well-organized** but **simple** is the very best thing that you can do. You will have fun, the co-participants will have fun, and the benefits will long outlast the effort of bringing people together. Not only that, sustainable projects are the ones that quietly slip into our pockets to be easily re-enacted at the nod of a head, a happy smile, a shake of the hand, or a cordial wave.



# Celebrations

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A word to the teens participating in the *Teen Kit* projects:

Celebrate your projects in any way that you can. Let the local paper know about your work, have a gathering in a neighbourhood mall, put up posters all year round, or simply talk about what you and your co-participants did and are doing.

*“Share the goodwill”*

Always make certain, however, that you “be” the change that you want to see. Respect and take care of older adults as you wish to be taken care of when you move through the stages of life.

*“Respect nurtures respect”*

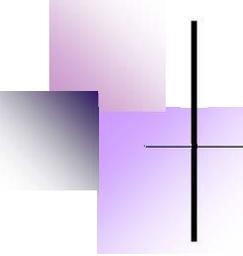
Together we can move mountains, build pyramids and make staircases to the moon. Together, children, youth, adults and older adults can make a difference that will last forever. Projects, where all generations work together, build deep resiliency into community and society, and make all of us stronger.

Together we can stop mistreatment of elders, and neglect and bullying of all ages.

Smiling, singing, clapping, cheering, bowing, shaking hands, dancing or hugging are all very legitimate ways to say:

*“I am so glad to get to know you and understand your generation.  
Thank you for being my friend.”*

*“Together we are just so much better”*



# Figures

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## PRE-WORKSHOP—PLANNING AND PERMISSION

1. Sample Letter to Potential *Teen Kit* Partners
2. Sample Letter to Parents of Participants
3. List for Adult Lead—Workshop Needs

## WORKSHOP MATERIALS

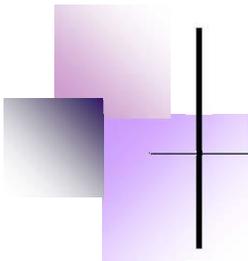
4. Youth Participant Pre-assessment (optional)
5. Scenarios—Mistreatment of Older Adults
6. Useful Web sites
7. *UN Convention on the Rights of the Child*
8. *UN Universal Declaration of Human Rights*
9. *UN Principles for Older Persons*

## PROJECT MATERIALS

10. Planning Template for Youth Projects “IDPA-E”  
—Intent, Design, Presentation, Activities, Evaluation
11. Time Log for Project Groups

## POST WORKSHOP

12. Feedback Sheet for Workshop Presenter
13. Post-Workshop Assessment—“Exit Cards”



**1. SAMPLE LETTER TO POTENTIAL *TEEN KIT* PARTNERS**

School logo

Date

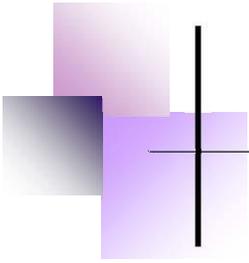
**AN INVITATION TO PARTNERSHIP GROUPS  
TO PARTICIPATE IN THE  
ELDER ABUSE AWARENESS TEEN KIT PROJECT**

The International Network for the Prevention of Elder Abuse (INPEA) and the International Federation on Aging (IFA) have prepared a *Teen Kit* to assist youth in coming to a greater awareness of the issues of aging. The ultimate intent of the project is to empower teens to make a difference in their community through building empathy, respect, understanding and community resiliency as prevention of mistreatment of older adults.

Participation in this project, which will take place from \_\_\_\_\_ to \_\_\_\_\_, at \_\_\_\_\_ location, is greatly encouraged. The project lead(s) will be \_\_\_\_\_ (name of the person(s) and designation(s)).

Youth participants will be involved in a two-day workshop that will present information about mistreatment of older adults and involve discussions regarding prevention of situations of abuse and neglect. During the last part of the workshop, youth will be encouraged to create, and commence development of, projects that will bring their understanding of these issues to a larger audience in the community. Youth involved in this project will be required to step up as leaders during project implementation, sharing their work with other youth and with their community, while creating strong models to change attitudes.

There are many benefits to your group or organization participating in this project. Please consider the benefits of involvement listed below and then contact \_\_\_\_\_ (name of the person(s) and designation(s)) for more information or to register.



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## **BENEFITS OF INVOLVEMENT IN THE ELDER ABUSE AWARENESS TEEN KIT PROJECT**

### **1. Benefits to the school/institution/group**

### **2. Benefits to the educator**

### **3. Benefits to the youth**

#### **Benefits to the school/institution/group:**

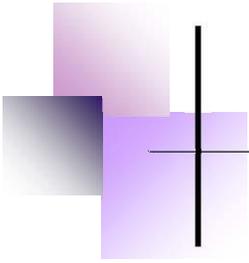
- opportunity to build awareness within institutional population and general community about elder abuse, and to develop on-going projects to create positive sustainable attitudes and prevention, enhancing overall school/institution culture and broader community (prevention of bullying)
- opportunities for youth to become engaged in community-based work that empowers older adults to become significant contributors to district, town or city
- empathy building within student/youth body, and working through community outreach to develop empathetic attitudes and action pieces
- honour of initial and on-going involvement in a national and international community project in the area of social justice for elders

#### **Benefits to the educator:**

- opportunity to engage youth in real-life situation to build and develop communication skills, as well as practice empathy and understanding
- opportunities for youth to pursue leadership roles in the school, institution, association, district, town or city
- short but comprehensive workshop for youth on concepts, issues and vocabulary of elder abuse and prevention of elder abuse initiative, presented by a knowledgeable facilitator

#### **Benefits to the youth:**

- learning about elder abuse
- real-life application to core concepts from curriculum
- opportunity for individuals to contribute their ideas meaningfully to their community
- authentic action piece for research and study, which may lead to further study—social justice, social responsibility



- opportunities for collaboration at a local and a national level with other students in same age range and shared interest
- possibilities for leadership at a school, a community, or local, national and perhaps international levels
- opportunity for youth who are committed as participants to receive letter of commendation for their efforts (excellent addition to resumes)
- potential opportunities for volunteer credits within school curriculum, badges or fulfilling of requirements for a club or league; potential volunteer opportunities within community and development of occupational interests.

*Thank you for your concern about elder abuse awareness  
and interest in the prevention of mistreatment of older adults.*

## 2. SAMPLE LETTER TO PARENTS OF PARTICIPANTS



**INTERNATIONAL NETWORK  
FOR THE  
PREVENTION OF ELDER ABUSE**

222 College St., Suite 106  
Toronto, Ontario, Canada M5T3J1



Greetings,

Date

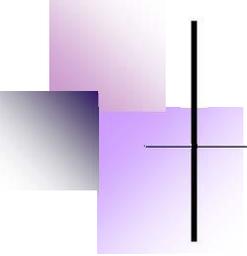
A group of selected youth in the school/institution of your son/daughter is involved in a project whose goal it is to bring awareness to the issues of mistreatment of older adults and develop activities to inform others and change attitudes. This project has been initiated by the International Federation on Ageing and the International Network for the Prevention of Elder Abuse.

The purpose of the project is to develop opportunities to empower youth, and older adults, to address elder mistreatment in our society. The individual projects will involve youth, elders, educators, parents, community, organizations and agencies, all working to promote intergenerational learning opportunities and to assist in developing rich and sustainable connections between generations with a common goal—the safety, security and well-being of all generations.

Youth and invited older adults will be co-participants in a two-day interactive workshop presented by the project lead, \_\_\_\_\_, at (location)\_\_\_\_\_. During the workshop, participant youth will be assisted in generating their own small group projects to bring awareness within their school/institution and community to the issues of mistreatment of older adults. Completed youth projects will be presented \_\_\_\_\_.

Thank you for your support and interest in this critically important social issue.  
Sincerely,

Project Lead, *Elder Abuse Awareness Teen Kit*



### 3. LIST FOR ADULT LEAD—WORKSHOP NEEDS

#### WORKSHOP PART 1—POWER POINT— with presentation notes

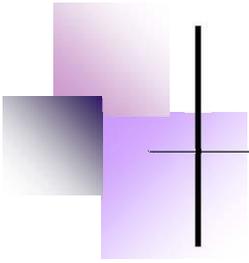
(approximately 5–7 hours lecture, video and small group work over two days)

#### ADVISABLE TO HAVE:

- well-ventilated room with a moveable chair for each participant, some desks or tables for group work
- chart paper and masking tape, thick felt pens, name tags for participants, list of names for workshop provider, DVD player with audio for large group, projector for computer, whiteboard, Smartboard or blackboard access if possible though not critical, 11X 17-inch unlined paper for participants (2 sheets each) plus felt pens for participants (one each), a pen or pencil for each participant
- downloaded Power Point presentation (notes on the bottom of each slide frame) and videos (links can be found in the section Workshop Part 1)
- access for ~30 minutes to internet for youth (two participants per computer)

#### PHOTOCOPYING:

- Letter to parents—**Figure 2** (one per participant to take home, one per staff/organization members at facility, extras for youth to use when approaching community partners during the projects)
- one copy per participant of *Youth Participant Pre-assessment*, sheet—**Figure 4** (optional)
- one copy of *Scenarios*—**Figure 5**
- one copy, per two participants of *Useful Web sites* provided by workshop presenter—**Figure 6**
- one copy per two participants of each UN documents—**Figures 7, 8, 9**
- one copy per participant of Exit Card—**Figure 13**



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## **WORKSHOP PART 2—PROJECT PLANNING—group meetings**

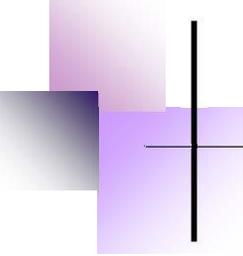
(15- to 20-minute (plus) meeting with adult lead and youth per each teen project)

### **ADVISABLE TO HAVE:**

- room as per first day of workshop for morning session (same audio visual, chart paper)
- meeting space for afternoon collaborative meetings
- one binder or duo-tang per group to record research, etc.
- **“IDPA-E” template—Figure 10** for groups to plan project in detail

### **PHOTOCOPYING:**

- one copy for each individual and one final copy for group, “IDPA-E” template—**Figure 10**
- one copy for each group, chart for logging individual time for collective total—**Figure 11**



#### 4. YOUTH PARTICIPANT PRE-ASSESSMENT (optional)

\* I think a senior is between the ages of \_\_\_\_\_ and \_\_\_\_\_. Circle your best answers to complete the statements below.

1. I have contact with seniors

1(never)    2(rarely)    3(monthly)    4(weekly)    5(daily)

2. I see my grandparent(s)

1(never)    2 (rarely)    3(at holiday  
time)    4(monthly)    5(daily)

3. I see senior (retired) family friends

1(never)    2(rarely)    3(sometimes)    4(regularly)    5(daily)

4. In a week, I would estimate that the time I spend with seniors is

none    less than an    1-2 hours    more than 2  
hour    hour    hours    hours

5. I have spent a whole day with an older adult (senior) in the last year.

yes    no

6. The number of seniors I have regular contact with in my life is

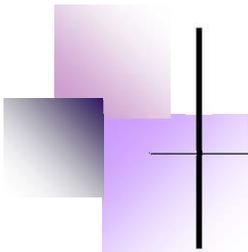
None    1    2    3    4    more than 4

7. If I see a senior downtown, I

feel shy and look away    look at them    look and  
smile    speak to  
them

8. I would say that my experience dealing with seniors amounts to

none    a bit    some    quite a bit    a great  
deal



9. I think that seniors are... (circle the five descriptors you agree with the most)

weak	sleepy	grouchy	humourous	energetic
interesting	scary	smelly	nice to look at	poor
smart	slow	boring	impatient	loving
not so nice to look at				

10. I have thought about being a caregiver to seniors as an occupation for me

never	sometimes	seriously considering this work
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11. When I am around older people in town or in my home, or theirs, I feel

bored	happy	nervous	scared
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12. I think (how often?) about getting really old

never	sometimes	frequently
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13. When I think about becoming an senior adult, I feel

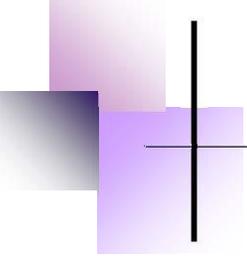
scared	nervous	sad	curious	happy
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14. I have heard of "elder abuse"

often	rarely	not at all
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15. Bullying and elder abuse:

are the same thing	have similarities	are very different
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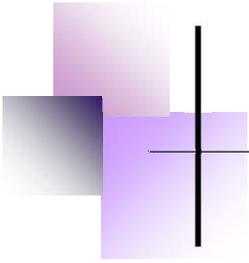
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## 5. SCENARIOS— MISTREATMENT OF OLDER ADULTS

The following are examples of situations that may occur with older adults.

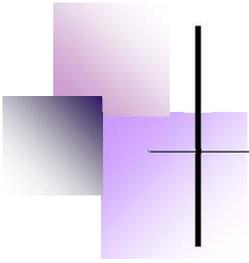
➤ **Disrespect, disregard and neglect:**

1. Older adult is having prolonged difficulty opening a plastic bag at the produce counter in the grocery store. Younger person pushes in front of older person to take a bag, quickly opens own bag and rushes away.
2. Older person is crossing the street in the crosswalk. An approaching car inches right up to the crosswalk, within threateningly close proximity. The older person, unable to walk faster, is anxious.
3. Older adult gives gift to younger person. Younger person does not acknowledge receipt of the gift because it is not really what they were hoping to receive. Younger person shows disappointment either through body language or with words.
4. Senior brother promises to visit his older sister at a specific time. The brother is held up at the bowling lane and does not inform his sibling of a change of plans. Sister sits waiting all day for the brother to arrive, worrying that he is ill.
5. An older adult couple makes plans for the day. The husband wants to go to the recreation centre to meet his friends; the wife tells him he can't go because she does not want him to have fun with his buddies while she sits home alone.
6. Older woman is invited to an event with her extended family. The older person is not greeted upon arrival, not acknowledged while present, and leaves without being thanked for coming. No one notices her exclusion.
7. Older adult is in a line-up at the cashier. Younger person sees that older person has not moved ahead quickly as the line progresses. Younger person curses older person by saying, "Get moving you dumb old bag!"



➤ **Mistreatment:**

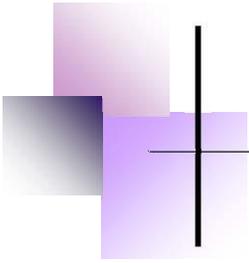
1. Older adult boards public transportation with grocery bags. Younger person boards just behind, pushes past the older adult, rushing to get at the last available seat. The older person loses his balance, spilling the groceries onto the floor.
2. Older adult husband is frustrated by his wife's forgetfulness and her reliance on him to remember pills and appointments. She struggles to care for herself with serious arthritis in her joints. One day the husband shouts at his wife and walks out slamming the door, leaving her to fend for herself for the day.
3. Older adult is asked by her daughter to provide daycare for their daughter's two-year old child. This works well for a few weeks, but the older adult starts to tire from the care taking. She says that the situation no longer works well for her. The desperate and upset daughter comes to get her child the next day from the grandparent's house. She tells the older adult that it is obvious she doesn't care about her grandchild, or about her own daughter. The daughter says she will make sure that the self-centered grandparent will not see the grandchild again.
4. An older woman offers a small sum of money to her sibling as she is aware he is in need of financial help. The brother takes the money but says that it is a small amount and hardly enough to really make a difference. The sister who offered the money knows that this is all she can afford to give right now, but she feels guilty just the same. The brother calls her a "cheapskate" and says he knows she has more money than she pretends. So she relents and gives her sibling money that had been set aside to pay for her dental work.
5. Older adults are walking down the sidewalk. A skateboarder is coming towards them quickly, also on the sidewalk. The speed of the on-coming skateboarder causes the older couple to jump out of the way, losing their balance on the nearby curb and falling down.



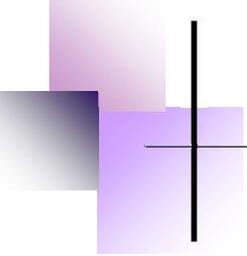
- 
6. An older adult is no longer able to go to town so relies on a daughter to purchase hearing aid batteries. The daughter has not had time to do so for over three weeks, so the older adult is going without the aid and cannot hear her phone, doorbell or TV.
  7. Older person is in the line ahead of a younger pair. The older person cannot find a small change purse in the bag and starts to empty contents of the bag in order to find the purse. This holds up the line, and the two younger people make rude comments between themselves, loud enough for the older person to hear: “What a stupid move that is... look at all that junk.” They push past the person who is kneeling down trying to put things back in the bag.

➤ **Increasingly abusive:**

1. An older woman is in the hospital recovering after surgery. A friend comes in and says that the older adult is required to remove her wedding rings because the hospital wants her to have them sterilized. The patient complies. She never sees the rings again. The friend says the jeweler where she had taken them has lost all three of the rings.
2. The husband sees that his wife of fifty years has failing health. He takes money out from their joint account and hides it in a drawer. He uses some of it to gamble, his favourite pastime. He feels he deserves the fun because his wife is such a burden on his enjoyment of life. In the meantime, there is no money left in the account for her medication. He doesn't ask for help from anyone. He has enough money for what he wants to do—his wife can do without.
3. An older lady is walking home from town. A younger person rides by on a bicycle, reaches out, grabs the lady's purse and rides off quickly.



- 
4. A telemarketer phones older adults who are on fixed incomes, with a special offer of investing their savings to make double the money in a short term. The older person finds the proposal compelling, agrees, and sends a cheque for a large amount to the address given. The cheque is cashed immediately, and the older person never sees the money again.
  5. An adult son loses his job. Times are tough and he comes back to live with his parents until he finds another job. He doesn't look for a job, but instead continues to live on in the home, eating meals, using the phone for long distance calls, living in the spare room. He has no money to share in expenses and regularly takes small amounts of money from his parents' wallet when they are asleep.
  6. A care worker at the senior retirement community assists his colleague in bathing seniors who are not able to do so on their own. The two workers decide to take revealing photographs with their cell phones of the elder person and then share them on their Facebook page for laughs.
  7. An older adult is assisted by her daughter to go to the dentist. The dentist gives the adult and daughter a list of the procedures that must be done to keep the senior adult's teeth healthy. Beside each item is the cost. The daughter realizes that her mother does not have funds to pay for the work and does not want to assist the parent in paying. The daughter suddenly stops calling or visiting her mother. The daughter is very busy with her job.
  8. A long lost brother arrives on his older sister's doorstep one day. The older adult is happy to see her brother and anxious to re-connect the family. The brother is invited to stay for a few days until he finds a job and a place to live. A year later the brother still has not found a job, continues to be unable to pay for food or rent at his sister's house and takes family heirlooms out of the cabinet at night when his sister is sleeping, selling them for cash to build his "nest egg" bank account. After all, the family heirlooms are his too, aren't they?



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## 6. USEFUL WEB SITES

Over the years, several organizations and countries have been able to develop a wealth of information on aging issues and on abuse and neglect in later life.

### Action on Elder Abuse - UK

[www.elderabuse.org.uk/](http://www.elderabuse.org.uk/)

- A national organization “established by a group of practitioners from health and social care, academics and representatives of the voluntary sector who were concerned about the lack of information and assistance for those who were abused or were at risk of abusing”.

### Age UK for later life

[www.ageuk.org.uk/](http://www.ageuk.org.uk/)

- A charitable organization that provides **services** and **information** for people aged 50 and over. Campaigns on issues like age discrimination, and works to influence public opinion and **government policy** about older people.

### Age Concern (New Zealand)

[www.ageconcern.org.nz/?/advocacy/elderabuse](http://www.ageconcern.org.nz/?/advocacy/elderabuse)

- An independent, charitable, not-for-profit organization in New Zealand with the mission of working together to promote the quality of life and well-being of older people.

### American Association of Retired Persons (AARP)

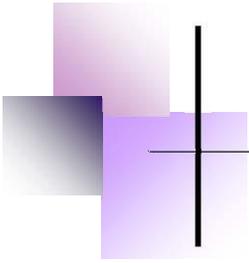
[www.aarp.org/](http://www.aarp.org/)

- A not-for-profit membership organization for persons aged 50 and over, dedicated to addressing people over 50’ needs and interests.

### Canadian Network for the Prevention of Elder Abuse (CNPEA)

[www.cnpea.ca](http://www.cnpea.ca)

- A national non-profit organization providing information on abuse and neglect in later life in the Canadian context. Topics include statistics, health, housing and legal issues, tips for media, information on ageism, network building.



### **Global Action on Aging (GAA)**

[www.globalaging.org/](http://www.globalaging.org/)

- Global Action on Aging (GAA), based in New York at the United Nations, reports on older people's needs and potential within the global economy. It advocates by, with and for older persons worldwide.

### **HelpAge International (HAI)**

[www.helpage.org/](http://www.helpage.org/)

- HAI is a global network of not-for-profit organizations with a mission to work with and for disadvantaged older people worldwide to achieve a lasting improvement in the quality of their lives. Web site identifies events, training, news from around the world. HAI has a wealth of campaigns and participatory resources at [www.helpage.org/advocacy/Campaigns/Campaigns.html](http://www.helpage.org/advocacy/Campaigns/Campaigns.html)

### **i2i Intergenerational Society of Canada**

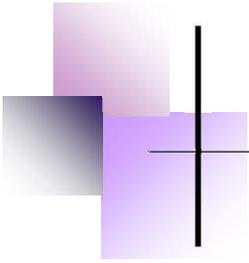
[www.intergenerational.ca](http://www.intergenerational.ca)

- Homesite of the much acclaimed Meadows School Project, the i2i Intergenerational Society assists those interested in pursuing intergenerational connecting by giving workshops, building resources and assisting individuals and groups in web-based networking in all areas of intergenerational partnerships. Many excellent resources are housed and referred to on this site.

### **International Association of Gerontology and Geriatrics (IAAG)**

[www.iagg.info/](http://www.iagg.info/)

- Promotes the gerontological research and training worldwide and interacts with other international, inter-governmental, and non-governmental organizations in the promotion of gerontological interests globally and on behalf of its member associations.



### **International Federation on Aging (IFA)**

[www.ifa-fiv.org/](http://www.ifa-fiv.org/)

- IFA is a membership-based network of organizations, bodies and individuals with a mission to improve the quality of lives of older people around the world through policy change, grass-root partnerships and strengthening bridges between public and private sectors concerned with issues related to aging.

### **International Network for the Prevention of Elder Abuse (INPEA)**

[www.inpea.net](http://www.inpea.net)

- INPEA is dedicated to the global dissemination of information as part of its commitment to the worldwide prevention of the abuse of older people.

### **National Center on Elder Abuse (NCEA)**

[www.ncea.aoa.gov/ncearoot/Main\\_Site/index.aspx](http://www.ncea.aoa.gov/ncearoot/Main_Site/index.aspx)

- The National Center on Elder Abuse (NCEA), funded by the U.S. Administration on Aging, is a gateway to resources on elder abuse, neglect, and exploitation.

### **United Nations Programme on Ageing**

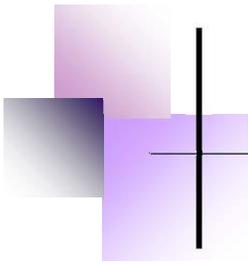
[www.un.org/esa/socdev/ageing/](http://www.un.org/esa/socdev/ageing/)

- This Web site provides information on national and international policies and programmes on aging and is intended to stimulate action on policy development, particularly in developing countries.

### **World Health Organization (WHO)**

[www.who.int/en/](http://www.who.int/en/)

- The World Health Organization is the United Nations' specialized agency for health.
  - WHO "Violence in Red" poster campaign, [http://www.who.int/violence\\_injury\\_prevention/publications/violence/red/en/](http://www.who.int/violence_injury_prevention/publications/violence/red/en/)
  - World Health Organization (2002) *Missing Voices: Views of older persons on elder abuse*. Online: [http://whqlibdoc.who.int/hq/2002/WHO\\_NMH\\_VIP\\_02.1.pdf](http://whqlibdoc.who.int/hq/2002/WHO_NMH_VIP_02.1.pdf)



## 7. UN CONVENTION ON THE RIGHTS OF THE CHILD

Brief summary of United Nations document

### **SURVIVAL—YOU HAVE THE RIGHT TO:**

- food, water, shelter, and clothing to meet your needs
- medical service
- equal opportunities if you have a disability
- live with your parents or be given good care if this is not possible

### **A SAFE WORLD—YOU HAVE THE RIGHT TO:**

- a clean environment
- protection from being physically harmed or made to feel badly by what people say
- special care during times of war and not be used as soldiers or hostages
- special care if you are a refugee
- fair treatment if you break the law

### **TO LEARN AND TO ENJOY LIFE—YOU HAVE THE RIGHT TO:**

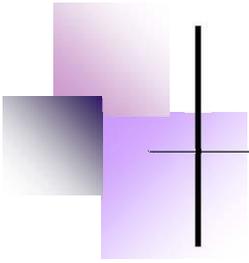
- an education that helps you develop to your greatest ability
- opportunities for recreation and “fun time”
- freedom to practice your culture
- freedom to practice your beliefs
- protection from being forced to work long hours or being sold into slavery

### **TO BE HEARD—YOU HAVE THE RIGHT TO:**

- a name and a nationality (this gives you the benefits of being a citizen of a country)
- have people listen to your opinions, especially about decisions that affect you and your community
- take action to change things for the better (as long as your actions are legal)

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

*Fact Sheet: A summary of the rights under the Convention on the Rights of the Child*



## 8. UN UNIVERSAL DECLARATION OF HUMAN RIGHTS

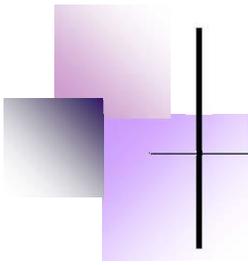
Brief summary of United Nations document

### EVERYONE HAS THE RIGHT TO:

- live in freedom and safety
- be treated fairly and equally by laws
- meet their basic needs for food, shelter, and clothing
- take part in their governments
- get an education
- have a job, or get help if that's not possible
- move within their countries and visit other countries
- marry whom they please and have a family
- own things that others cannot take from them
- follow their beliefs
- express their opinions
- have some time for fun!

*Many people believe that this declaration does not include enough detail about the rights of older people. Some people feel that there should be additional protection and recognition of older people in such issues as:*

- *protection of older people from neglect, abuse and violence*
- *recognition of the role and contribution of older people in society*
- *understanding of the challenges that occur when young working families move away from their older persons, leaving them without support*
- *challenges created when HIV/AIDS ravaged societies leave older adults to raise grandchildren*
- *difficulty for older adults to stay current with the rapid technological advancements ("digital divide")*



## 9. UN PRINCIPLES FOR OLDER PERSONS

Brief summary of United Nations document

### INDEPENDENCE

Older persons should:

- have access to adequate food, water, shelter, clothing and health care through the provision of income, family and community support and self-help;
- have the opportunity to work or to have access to other income-generating opportunities;
- be able to participate in determining when and at what pace withdrawal from the labour force takes place;
- have access to appropriate educational and training programmes;
- be able to live in environments that are safe and adaptable to personal preferences and changing capacities;
- be able to reside at home for as long as possible.

### PARTICIPATION

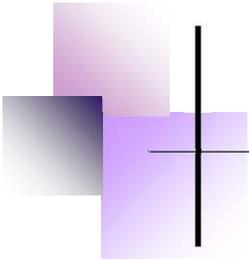
Older persons should:

- remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being and share their knowledge and skills with younger generations;
- be able to seek and develop opportunities for service to the community and to serve as volunteers in positions appropriate to their interests and capabilities;
- be able to form movements or associations of older persons.

### SELF-FULFILLMENT

Older persons should:

- be able to pursue opportunities for the full development of their potential;
- have access to the educational, cultural, spiritual, and recreational resources of society.



## CARE

Older persons should:

- benefit from family and community care and protection in accordance with each society's system of cultural values;
- have access to health care to help them to maintain or regain the optimum level of physical, mental and emotional well-being and to prevent or delay the onset of illness;
- have access to social and legal services to enhance their autonomy, protection and care;
- be able to utilize appropriate levels of institutional care providing protection, rehabilitation and social and mental stimulation in a humane and secure environment;
- be able to enjoy human rights and fundamental freedoms when residing in any shelter, care or treatment facility, including full respect for their dignity, beliefs, need and privacy and for the right to make decisions about their lives and the quality of their lives.

## DIGNITY

Older persons should:

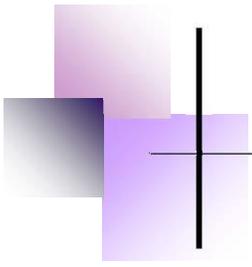
- be able to live in dignity and security and be free of exploitation and physical or mental abuse;
- be treated fairly regardless of age, gender, racial or ethnic background, disability or other status, and be valued independently of their economic contribution.

*United Nations Principles for Older Persons*

for full text version see

[http://www.un.org/esa/socdev/ageing/un\\_principles.html](http://www.un.org/esa/socdev/ageing/un_principles.html)

(Includes link to *International Plan of Action on Ageing*)



**10. PLANNING TEMPLATE FOR YOUTH PROJECTS “IDPA-E”**

**TITLE OF PROJECT**

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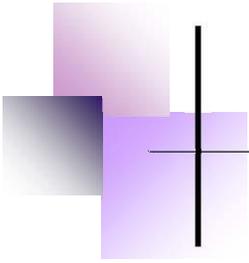
Number of project participants (age range):

Time required for project planning and implementation:

- ❖ **INTENT:** goals
  
- ❖ **DESIGN:** movie, poster, book, campaign etc.
  
- ❖ **PRESENTATION:** Three to four sentences describing the project
  
- ❖ **ACTIVITIES:**

Actions	# of kids	Time (hours)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- ❖ **EVALUATION:** How will we know if our project achieved its intended goals?



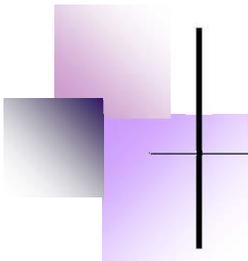
## POST-PROJECT EVALUATIVE DATA FOR YOUTH:

*Why is this important?*

- *Evaluative information gives project designers an opportunity to improve on their design and make their project more effective.*
- *In making a case for further grants or funding for continuation of your project, “hard data” (numbers) is one important indicator of your success to date.*
- *Evaluative data can be a guide for others who want to repeat or copy a previously implemented project.*

1. How many people did the project reach?
2. How were older adults involved in your project?
3. Which of the “Intents” did the project achieve (list)?
4. How do you know that you achieved each of the goal areas?  
*(i.e. Did you survey all, some or a selection of participants? Did you have a mechanism for measuring numerically the success of the project [e.g. 32 people out of the 50 who participated said that... , 150 brochures were handed out at 6 different locations... , the PSA was shown 300 times over 6 weeks... etc.]? Did you gather pre-assessment and post-assessment information? Did you solicit testimonials? Did you photographically record indicators of your success?)*
5. Are you including charts, graphs, or summations of data gathered?
6. Can you summarize in 5–8 sentences your interpretation of the success of your project for you, as the developers, for those participating and for older adults, and the cause of awareness of elder abuse? *(Did your project leave a legacy of “long-term awareness” of elder abuse issues?)*





## 12. FEEDBACK SHEET FOR WORKSHOP PRESENTER

### FEEDBACK SHEET *TEEN KIT* WORKSHOP

**Name:**

**Position:**

**Institution or Group:**

**E-mail address:**

**Dates of workshop:**

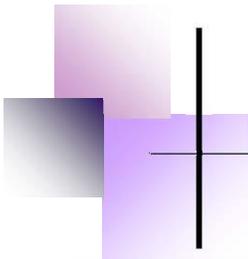
**City:**

**Number of participants:**

**Age/Grade:**

*If a school activity, please note the Course under which this topic was included: \_\_\_\_\_*

- |   |
|---|
| 1. Were you well informed of the overall project intent and plan before the workshop?<br>Not clear      Satisfactory      Very satisfactory   |
| 2. Did the workshop days start punctually and flow smoothly?<br>No, needed improvement      Yes   |
| 3. Were expectations reasonable and clear for your participation in the workshops?<br>No, too much expected of me      Yes, expectations were reasonable                            |
| 4. Does the project topic fulfill a requirement of your subject/instructional area?<br>No, is an add-on      Yes, extends our field of study  |
| 5. Was your involvement during the workshop satisfactory to you?<br>No      Yes, I felt welcome to participate and assist   |
| 6. Did the presenter make the topic interesting to the participants?<br>Somewhat      Interesting      Very interesting   |
| 7. Was there a balance within the 2-day presentation? (i.e. listening, small group work, audio visual, writing, sharing with the group, individual project meetings)<br>Yes      No |
| 8. Do you feel that the workshop authentically engaged the participants' empathy in the   |



issues of elder abuse awareness and prevention?

No                      Somewhat                      Very much so

9. Are you comfortable with the expectations of you to complete the pilot activity?

No, confused      Satisfactory      Yes, clear

10. Did the workshop facilitator assist the small groups in developing projects that have integrity yet are appropriate to individual capabilities/timeframes?

My degree of satisfaction on this was:

(not satisfied) 1 2 3 4 5 (very satisfied)

11. If you have time, could you please comment *briefly* on the following:

**Relevance** of this topic to your group

Little                      Somewhat                      A great deal                      Comments:

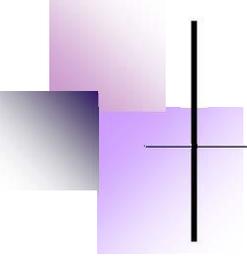
**Anticipated lasting impact** of these issues on individuals in your group

Little                      Somewhat                      A great deal                      Comments:

**Your own interest** in participating again next year in this project

Little                      Somewhat                      A great deal                      Comments:

**Workshop presenter**—qualities of presentation that were good, suggestions for improvement. Other comments (on the back...) Thank you.



## 13. POST WORKSHOP ASSESSMENT— “EXIT CARDS”

### What is an “Exit Card”?

An “exit card” is a quick tool used by educators and youth participants to review information, share opinions or reflect on ideas related to the day’s workshop. This post-assessment activity should take only five minutes to do at the end of the workshop, and it should take only minutes to read questions and assess.

Youth participants will be asked to write responses to 2–4 questions either selected from the list below or created collaboratively by the adult lead(s)/workshop presenter and participants. Questions may be written on a board or read out loud, giving youth a minute to write the personal response.

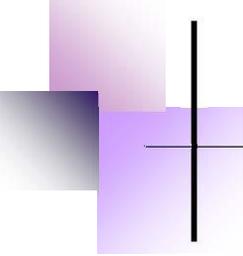
Each youth participant should be given an index card, a large post-it note, or a half sheet of foolscap on which to write his or her name, and the responses. These responses are to be handed in at the end of the session as the youth’s “exit ticket” from the workshop.

### The responses gathered on the “exit cards” can be:

- **compared** to related responses provided in the pre-assessment
- **shared** in summary with the participants later
- **used** by the workshop presenter and adult lead to check that the intended goals of the workshop were met
- **used** to start further discussions with the participants
- **used** by the educators as indicators of differentiated learning

### Some possible “exit card” questions:

1. What are the four categories of elder abuse? List them from the most easily identified to the most difficult (your opinion).
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?



# Resources

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## **Canadian Network for the Prevention of Elder Abuse (CNPEA)**

[www.cnpea.ca](http://www.cnpea.ca)

- A national non-profit organization providing information on abuse and neglect in later life in the Canadian context. Topics include statistics, health, housing and legal issues, tips for media, information on ageism, network building.

## **Global Action on Aging (GAA)**

[www.globalaging.org/](http://www.globalaging.org/)

- Global Action on Aging (GAA), based in New York at the United Nations, reports on older people's needs and potential within the global economy. It advocates by, with and for older persons worldwide.

## **International Federation on Ageing (IFA)**

[www.ifa-fiv.org/](http://www.ifa-fiv.org/)

- IFA is a membership-based network of organizations, bodies and individuals with a mission to improve the quality of lives of older people around the world through policy change, grassroots partnerships and strengthening bridges between public and private sectors concerned with issues of aging

## **International Network for the Prevention of Elder Abuse (INPEA)**

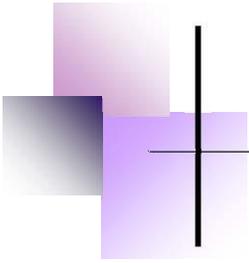
[www.inpea.net](http://www.inpea.net)

- INPEA is dedicated to the global dissemination of information as part of its commitment to the world wide prevention of the abuse of older people.

## **Ontario Seniors' Secretariat (OSS)**

<http://www.culture.gov.on.ca/seniors/english/index.shtml>

- The Ontario Seniors' Secretariat influences and supports policy development across all government activities on behalf of Ontario's seniors. It conducts specific policy activities with a multi-ministry focus aimed at improving the lives of Ontario seniors. Information on *Ontario's Strategy to Combat Elder Abuse*.



### **United Nations Programme on Ageing**

[www.un.org/esa/socdev/ageing/](http://www.un.org/esa/socdev/ageing/)

- This Web site provides information on national and international policies and programmes on aging and is intended to stimulate action on policy development, particularly in developing countries.

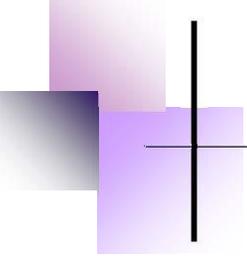
### **World Health Organization (WHO)**

[www.who.int/en/](http://www.who.int/en/)

- The World Health Organization is the United Nations' specialized agency for health.
  - WHO "Violence in Red" poster campaign, [http://www.who.int/violence\\_injury\\_prevention/publications/violence/red/en/](http://www.who.int/violence_injury_prevention/publications/violence/red/en/)
  - World Health Organization (2002), *Missing Voices: Views of older persons on elder abuse*. Online: [http://whqlibdoc.who.int/hq/2002/WHO\\_NMH\\_VIP\\_02.1.pdf](http://whqlibdoc.who.int/hq/2002/WHO_NMH_VIP_02.1.pdf)

### **Video downloads for *Teen Kit* Workshop:**

- *Elder Abuse—It's Time to Face the Reality*—PSA, Government of Canada, [Click Here](#)
- *Seniors Are Cool!* [Click Here](#)
- *Whose Grandma Are You?* (10-minute YouTube) [Click Here](#)



# Project Exemplars

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## Project Exemplar Organization

The following examples of projects are activities initiated in the spring of 2010 by youth and adults from British Columbia, Manitoba, Ontario, Quebec and Newfoundland who participated in the *Elder Abuse Awareness Teen Kit Pilot Project*. The projects were designed and implemented by youth from 14 to 19 years of age in school settings and within their surrounding communities.

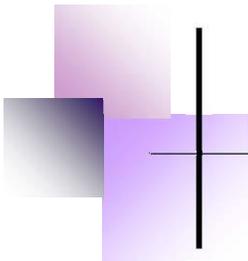
The projects are set up in a way that will allow you and your partners to:

- use an idea “as is”;
- blend the ideas;
- build on the ideas, or
- create your own unique ideas.

The project exemplars that follow are the actual projects as they were carried out by the teens in the pilot settings. The project templates have not been manipulated. They are the original work of the youth, and we thank the teens for their significant contributions.

Project designers provided the completed IDPA-E template, as well as the following information:

- **number** of youth involved in the project
- **age** of the youth participating in the project
- **time required** for overall project development and implementation
- **plan of action**, number of youth required, and time needed for tasks
- **photos or video** examples (may vary)



## The Participants

*Students and teachers contributing to the Elder Abuse Awareness Teen Kit Pilot Project:*

### **PRINCE OF WALES COLLEGIATE, ST. JOHN'S, NL**

Teacher: Alison Edwards; Principal: Lyn Moore

Emily Mercer	Alicia Taylor	Walter Puddester	Ethan Murphy
Stephanie Power			

### **PHILEMON WRIGHT HIGH SCHOOL, GATINEAU, QC**

Teachers: Ray Baker, Allison Hardage; Principal: Terry Kharyati

Melissa Charbonneau	Tyler Davies	Dominique Belanger	Steve Chugg
Elliott Bedard	Cassandra Correia	Amanda Lawlor	Quinn Keenan
Jesse Desabrais	Kayla Huard	Matthew Murphy	Frances Nugent

### **UNIONVILLE HIGH SCHOOL, MARKHAM, ON**

Teacher: Janice Jones; Principal: Susan Logue

Lisa Adwokat	Amanda Boglis	Melanie Carlin	Lana Chan
Shannon Chan	Victor Cheng	Felix Chu	Michael Chu
Justin Chung	Brittany Duffey	Melinda Gaskin	Matthew Zafer
Jamil Gillani	Jeremy Jor	Stefanie Leung	Brian Li
Amanda Lin	Junghoon Oh	Stacie Wan	Saki Otsubo
Narmeen Qayyum	Charlotte Rodgers	Dina Roudman	Eesha Sharma
Jodi Shin	Melissa Strang	Winnie Tam	Samantha Yuen
Joanne Georgiopoulos	Farhanali Mohamed		

### **STONEWALL COLLEGIATE, STONEWALL, MB**

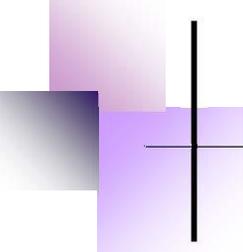
Teacher: Karen Murray; Principal Margaret Ward

Taryn Labelle	Bri Langlois	Megan Hawryluk	Jessica Broadfoot
Lindsey Kjaldgaard	Grant Burch	Nicholas Mann	Stephen Peleshaty
Benjamin Bawdon	Lacie Larson		

### **PHOENIX MIDDLE SCHOOL, CAMPBELL RIVER, BC**

Teacher: Andrea Dirom; Educational Assistant: Risa Branchi; Principal: Cathy Manson

Kendra Knutson	Megan Mathiason	Diego Matilpi	Joey Silvey
Jamie Kirkby	Svava Green	Heather Reusch	Kaitie White
Riley Callaghan	Jordann Godfrey	Coral Garuk	Vince Beck
Shane Kuster			



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23. [World Elder Abuse Awareness Day Flyer](#)
24. [A Commercial Promoting Elder Abuse Awareness](#)
25. ['Emma's Secret'](#)
26. ['A Walk Away'](#)
27. [Community Activity Fun Day](#)
28. [Purple Time Explosion](#)
29. [Intergenerational Celebration of Respect – School-based](#)

# Intergenerational Day (Newfoundland) – Part 1

---

Number of project participants: six 16- to 18-year olds

Time for project planning and implementation: 8 + 5 hours

❖ **INTENT:**

- Bring awareness to intergenerational issues
- Help educate students about elder abuse
- Bring awareness of the importance of intergenerational interaction

❖ **DESIGN:**

- A day of education and fun for four generations

- *Attachments – Click here:*  [1](#) [2](#) [3](#)



❖ **PRESENTATION:**

- The intent of this day is to reach as many age groups as possible and spread the word regarding the importance of living intergenerationally.
- To do this, group members will lead three different activities, each geared towards educating and/or making people aware of intergenerational issues.

## Intergenerational Day (Newfoundland) – Part 2

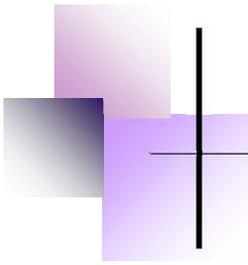
### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Develop Power Point	1	2
2. Arrange rights for movie	1	0.5
3. Develop classroom activities	2	2
4. Arrange classroom visits	6	0.25
5. Contact Seniors Residence and Daycare	2	1
6. Fundraise for event with student recess	1	3
7. Develop posters for variety show	2	2
8. Get acts for variety show	6	2
9. Secure venue for variety show	2	1
10. Visit schools and present Power Point and activities	6	1
11. Show movie <i>Up</i>	6	3
12. Variety show	6	3
13. Debrief and evaluate success in reaching intents	6	1

**Please note:** To help fund any expenses for the day, a social recess will be held at school a few weeks before June 1st—students from the school can pay five dollars for a dessert and pizza buffet to help support intergenerational interaction. This sets the stage for an Intergenerational Day and ensures that costs such as movie rights and transportation are covered and, thus, makes the day run smoothly.

### ❖ EVALUATION:

- Informal Evaluation—talk with children and seniors after the movie showing
- Formal Evaluation—question students after presentations to see what they have learned and how they will apply this information.



## Barbeque Lunch Project (Quebec) – Part 1

---

Number of project participants: eight 16- to 17-year olds

Time for project planning and implementation: 7 hours

❖ **INTENT:**

- To raise awareness of elder abuse issues for youth and adults
- To engage people on their lunch breaks during the week of June 10–15, in a discussion of elder abuse awareness and prevention
- To prompt the discussion through distribution of brochures, buttons, questions and information displayed on posters, which will be seen around the lunch area

❖ **DESIGN:**

- Lunch Hour Barbeque—hot dogs and hamburgers

❖ **PRESENTATION:**

- Group participants will plan and present a barbeque at lunch to students.
- Pamphlets, posters and buttons can be distributed and viewed by all.
- A series of questions and answers about mistreatment of older adults will be initiated by students who are collecting money for the lunch.
- The servers and cooks at the barbecue station will also be finding out the awareness level of the guests regarding elder abuse.
- The information on the promotional material will engage discussion.

## Barbeque Lunch Project (Quebec) – Part 2

---

### ❖ **ACTIVITIES:**

Actions	# of kids	Time (hours)
<b>11.</b> Determine how many hotdogs and hamburgers to buy	8	1
<b>12.</b> Purchase food and drinks	8	2
<b>13.</b> Set up barbeque one hour before lunch, begin cooking	8	1
<b>14.</b> Sell cold drinks and food during student and staff lunch	8	2
<b>15.</b> One-hour clean-up after lunch	8	1

### ❖ **EVALUATION:**

- We will keep track of the number of people attending the luncheon, and the number of pamphlets and buttons given away.

## Project Exemplar 3: Badges Project (Quebec) – Part 1

---

Number of project participants: two 16- to 17-year olds

Time for project planning and implementation: 6 hours

❖ **INTENT:**

- To raise awareness of elder abuse issues for youth and adults
- To engage students and staff during the week of June 10–15, in a discussion of elder abuse awareness and prevention
- To prompt the discussion through wearing a button that promotes awareness of elder abuse issues

❖ **DESIGN:**

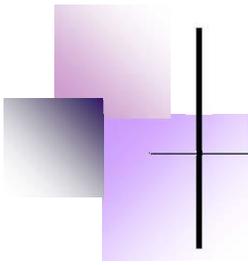
- 6 designs of buttons—created for wear to advertise WEAAD

- *Attachment – Click here:* 



❖ **PRESENTATION:**

- Group participants will create and present promotional messages for WEAAD, on a button design (6.5 cm diameter).
- The buttons will be pinned on and worn at school and in the community during the week of June 10–15. The buttons will engage discussion.



Project Exemplar 3:  
**Badges Project (Quebec) – Part 2**

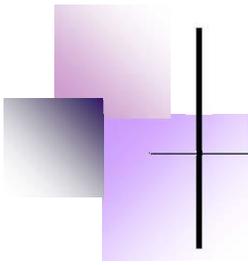
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❖ **ACTIVITIES:**

Actions	# of kids	Time (hours)
1. Brainstorm 6 ideas for the button	2	1.5
2. Check ideas with adult lead and older adult(s)	2	0.5
3. Create 6 circles (6.5 cm diameter) on paper or on computer	2	0.5
4. Transfer designs to each circle	2	1
5. Colour photocopy sheet for extra copies	2	0.5
6. Cut circle designs out with scissors	2	1
7. Put designs on blank button, form into buttons with button machine	2	1

❖ **EVALUATION:**

- Wear and give away buttons during the week June 10–15. Keep a tally of how many buttons are made and worn.
- Check in hall at lunchtime to see how many students are wearing the pins.



## Press Release Project (Quebec) – Part 1

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Number of project participants: two 16- to 17-year olds

Time for project planning and implementation: 3 hours

❖ **INTENT:**

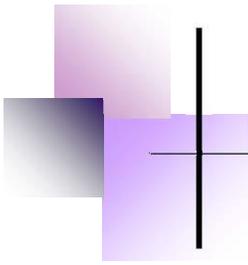
- Raise awareness of elder abuse issues for youth and adults
- Engage the media during the week of June 10–15, in a discussion of elder abuse awareness and prevention in hope of receiving larger scale media attention

❖ **DESIGN:**

- Media press release with discussion and media coverage

❖ **PRESENTATION:**

- Group participants will arrange a local media interview prior to the week of June 10–15.
- Participants will have prepared written information to give to the media that explains WEAAD and elder abuse awareness.
- Participants will answer questions from the journalists.
- The goal is to have the media expand the awareness to their audience.



Project Exemplar 4:  
**Press Release Project (Quebec) – Part 2**

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❖ **ACTIVITIES:**

Actions	# of kids	Time (hours)
1. Locate telephone numbers, fax numbers of local media	2	1
2. Make contact with the media and invite them for a meeting	2	1
3. Give the media all the information you have on WEAAD	2	1
4. Media broadcasts or writes your information as a news item	2	0

❖ **EVALUATION:**

- Find out the number of people newspaper circulation reached.
- Find out how many listeners radio broadcasts reached.
- Find out how many viewers television broadcasts reached (Ask adults in charge at these businesses what their viewing/listening public range is).

## Project Exemplar 5: T-Shirt Design (Quebec) – Part 1

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Number of project participants: two 16- to 17-year olds

Time for project planning and implementation: 8 hours

❖ **INTENT:**

- Raise awareness of elder abuse issues for youth and adults
- Engage students and staff at school, during the week of June 10-15<sup>th</sup>
- Prompt a discussion through wearing a t-shirt with an elder abuse fact, question or statement.

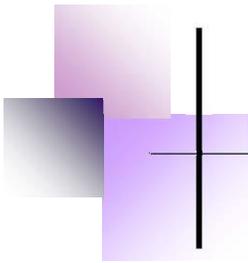
❖ **DESIGN:**

- Daily Advertisement worn by select students
- Attachment – Click here: 



❖ **PRESENTATION:**

- Group participants will create and design t-shirts with a series of questions, statements and facts about mistreatment of older adults. These t-shirts will be worn at school by selected students during school hours, including lunch hour. The information on the t-shirts will engage discussion about WEAAD.



Project Exemplar 5:  
**T-Shirt Design (Quebec) – Part 2**

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❖ **ACTIVITIES:**

Actions	# of kids	Time (hours)
1. Brainstorm ideas for the t-shirt design	2	1
2. Check ideas with adult lead, and older adult	2	0.5
3. Find large paper and art supplies to “pre-draw”	2	2
4. Layout paper, draw the design, clean-up	2	3
5. Make a silk-screen template	2	1
6. Print design on t-shirt with silk screen template	2	0.5
7. Wear shirts at school. Circulate/discuss	2	
8. Debrief and evaluate success in reaching intents	2	

❖ **EVALUATION:**

- Keep track of the number of people who comment or question the design.

# Youth Involvement Preventing Elder Abuse (Ontario) – Part 1

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Number of project participants: four 17- to 18-year olds

Time for project planning and implementation: 9 days

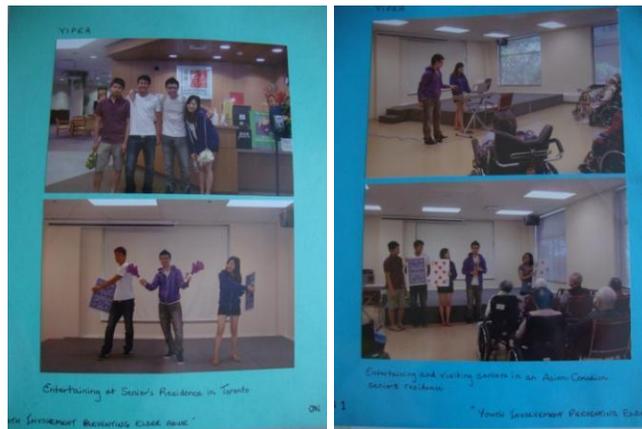
❖ **INTENT:**

- To educate the youth about elder abuse
- To motivate others to contribute towards the prevention of elder abuse
- To initiate a movement to stop and prevent elder abuse

❖ **DESIGN:**

- Video enactment/questions to provoke discussion

- Attachment – Click here:  [1](#) [2](#)



❖ **PRESENTATION:**

- Our group, Youth Involvement Preventing Elder Abuse (YIPEA), will create a PSA (Public Service Announcement) using various forms of digital media (Facebook, YouTube) in order to reach a wide array of public audiences on the www.
- If everything goes as planned, our PSA will both engage and inform the public about elder abuse.
- This will result in creating awareness and prevention of elder abuse. We also plan to volunteer at a seniors' residence, thus creating role models for others to follow.

# Youth Involvement Preventing Elder Abuse (Ontario) – Part 2

## ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm storyboard/skit plots	4	3.5
2. Decide roles	4	0.5
3. Design logo	1	0.5
4. Accumulate equipment	1	2-3
5. Film the video	1	3 days
6. Edit the video	2	1 day
7. Finalize the video	2	2 days
8. Reach out to public with popular media	2	4
9. Volunteer at seniors' residence	4	1.5

## ❖ EVALUATION:

- Video was shown to a grade-12 (age 17/18) visual arts class for feedback. The video will be uploaded to various media hubs where it will reach a large audience, which would include youth and educators. It is possible to track the number of hits a page receives on the www. This will give us data on our success at attracting attention to this issue.
- Challenges: We met many challenges when we tried to find a suitable seniors' home that would allow us to help out as volunteers. We assumed that a group of teenagers wanting to help out at a seniors' residence must have drawn some suspicion. However, in the end we found a seniors' residence and were able to volunteer successfully. We had a great time getting to know some older adults.
- Another challenge that we faced was finding the time to make the film. We had trouble gathering all four members of our group, being busy high school students about to take on the new role of University students.

## Project Exemplar 7: Coffee Cup Connection (Ontario) – Part 1

---

Number of project participants: two 18-year olds

Time for project planning and implementation: 10–14 hours

### ❖ **INTENT:**

- Raise awareness of elder abuse issues for youth and adults.
- Design hot beverage cup holders with statistics and facts on them.
- Design posters to promote the use of cup holders and raise awareness.

### ❖ **DESIGN:**

- Labels and posters

- Attachment – Click here:



### ❖ **PRESENTATION:**

- Group participants will create multiple posters and post them on the cafeteria doors and around the school.
- These posters will promote the use of coffee cup insulator sleeves so our message will receive attention.
- Statistics and facts will be printed on labels and will be attached, before distribution, to the coffee cup sleeves.
- Posters will have the WEADD date and be directing individuals to go to the cafeteria and pick up a hot beverage holder with their drink.

## Coffee Cup Connection (Ontario) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Design hot beverage cup holders with statistics and facts on them	2	1
2. Research statistics and facts	2	0.5
3. Complete WEADD poster design	2	0.5
4. Make elder abuse handout for individuals who are interested	2	1
5. Make prototypes of cup holders (sleeves)	2	1
6. Go to different coffee shops and business cafeterias to introduce our project ideas, and to see if they are willing to partake in our initiative. Ask the school cafeteria manager for coffee cup holders	2	5
7. Stick statistics on the holders and outline them with bright markers to make information stand out	2	3
8. Make posters regarding elder abuse awareness for posting in school	2	1
9. A week from the WEAAD date, place finished coffee cup holders in the cafeteria and stick the posters on the cafeteria doors	2	0.5

### ❖ EVALUATION:

- Keep track of the number of people spoken to and the number of hot beverage holders taken.
- Posters will be posted on the first, second and third floor. We could include tear-off tags along bottom of each poster so those viewing posters could be invited to tear off the tag, and deposit in an envelope beside the poster to help us determine how many people had read the poster information.

## Speak: Spread the word! (Ontario) – Part 1

---

Number of project participants: four 17- to 19-year olds

Time for project planning and implementation: 6–8 hours

❖ **INTENT:**

- Promote awareness of elder abuse on a global scale
- Promote the development of preventative measures
- Allow free speech and opinions about elder abuse, encourage ideas for action
- Provide students with factual information regarding this subject

❖ **DESIGN:**

- Creation of Facebook Group

❖ **PRESENTATION:**

- Upon logging onto the Facebook group page, one will be greeted with an introduction explaining why we are doing this project, as well as with facts regarding elder abuse.
- Also provided will be government sites with more information and lists of help lines throughout Canada. Pictures and videos will also be present.
- The way the group is set up is to allow other group members to upload their own material and voice their own opinions.
- Not only is it informative, but it is our hope that this group will promote students globally to take some sort of action against the travesties of mistreatment of older adults.

## Speak: Spread the word! (Ontario) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Research	1	2.5
2. Write draft of introduction/information for Facebook group	1	1.5
3. Look for photos/videos	1	2
4. Write good copy of introduction/information	1	1
5. Upload photos/videos	1	0.5
6. Launch group/invite people	1	0.25

### ❖ EVALUATION:

- By keeping track of the Facebook group's numbers, we can see how successful we are at getting our message and information out. By allowing free posting on the page, fresh ideas are being permitted to flow freely.
- Be careful that all postings are respectful and legally submissible, as they pertain to other people.

# Project Exemplar 9: Speak! (Poster Project) (Ontario) – Part 1

Number of project participants: four 17- to 19-year olds

Time for project planning and implementation: 5–8 hours

## ❖ INTENT:

- Promote awareness of elder abuse on a global scale
- Encourage free speech and opinions to be expressed openly with the goal of creating preventative measures
- Provide students with factual information regarding this subject

## ❖ DESIGN:

- A series of posters to display in regional high schools and online

- Attachments – Click here:  [1](#) [2](#) [3](#) [4](#)



## ❖ PRESENTATION:

- Group participants will create and display a series of posters raising awareness and urging students to look, listen, and speak out about elder abuse.
- These posters will be displayed in high traffic areas of the high schools allowing us to target a greater number of students and staff.

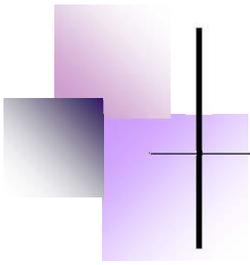
## Speak! (Poster Project) (Ontario) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas for posters	4	1
2. Receive peer feedback on ideas	4	0.5
3. Take photos of four students (get release forms if necessary) to display as part of the poster lay-out	2	1
4. Upload photos/edit on Photoshop	2	1
5. Add text to photos	2	0.5
6. Receive feedback from peers/teachers	4	0.5
7. Edit posters based on feedback	2	0.5
8. Upload posters onto Web site	2	0.5
9. Print posters—post around school	4	1
10. Debrief and evaluate success of posters	4	1

### ❖ EVALUATION:

- The number of people that will be able to view the posters will begin with a minimum of 2000, because of the large population of our school, and will increase as posters are distributed to other schools.
- Our Web site, which allows access to people world-wide, will be able to target an even larger group. We will monitor how many hits the Web site receives in a month.



## Speak! (Web site) (Ontario) – Part 1

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Number of project participants: four 17- to 19-year olds

Time for project planning and implementation: 3–4 hours

❖ **INTENT:**

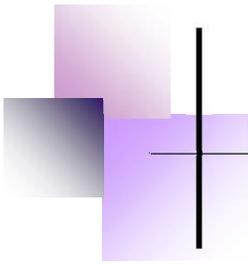
- Promote awareness of elder abuse on a global scale
- Encourage free speech and opinions to be expressed openly with the goal of creating preventative measures
- Provide students with factual information regarding this subject

❖ **DESIGN:**

- Online Web site [www.teens-elderabuse.webs.com](http://www.teens-elderabuse.webs.com)

❖ **PRESENTATION:**

- All of the group members have compiled their information into creative sub-projects.
- The purpose of the Web site is to present each project in an orderly and creative fashion.
- Students will be able to easily access the *Speak* Web site where they will find facts, a PSA (Public Service Announcement) Video, PSA posters and a Facebook group.
- Once the Web site is accessed, it will automatically open a Homepage where there will be an introduction and overview of what our intent is, and what we want to achieve.
- The information and creative projects will engage discussion among fellow students, building a safe and open dialogue.



Project Exemplar 10:  
**Speak! (Web site) (Ontario) – Part 2**

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❖ **ACTIVITIES:**

Actions	# of kids	Time (hours)
1. Access <a href="http://www.webs.com">www.webs.com</a> where you can build a free Web site	1	0.5
2. Option: Create new Web site	1	0.5
3. Choose template	1	0.5
4. Upload content (videos, photos, text, etc.) by following instructions	1	1
5. Following the instructions and create “New Page” where one will be able to post preferred content	1	0.75
6. Repeat process	1	1
7. Edit (spelling, grammar, etc.)	1	1
8. Final—publish all pages	1	0.25

❖ **EVALUATION:**

We will monitor the number of “hits” our Web site receives in one month.

## Storybook: “Martin Learns About Elder Respect” (Ontario) – Part 1

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Number of project participants: three 17- to 18-year olds

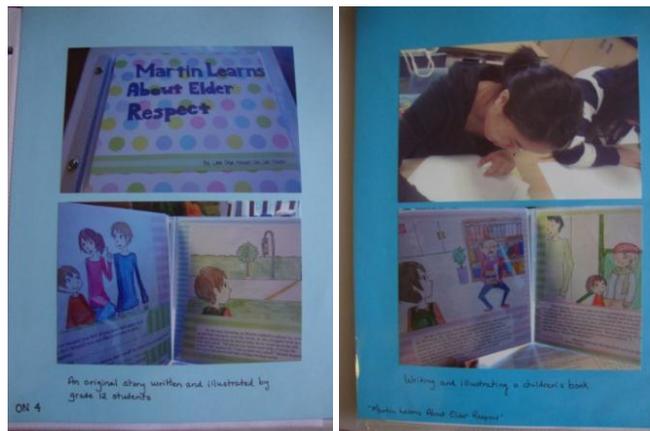
Time for project planning and implementation: 14–15 hours

❖ **INTENT:**

- Raise elder abuse awareness for younger children
- Discuss the importance of respect to older adults in the form of a story
- Impact the Grade 10 Civics class to help out older adults in their community, as well as to allow more opportunities to socialize with their aged loved ones

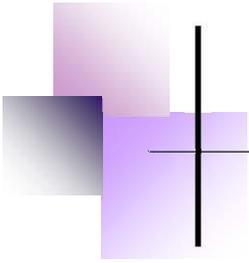
❖ **DESIGN:**

- Brochure and children’s story
- Attachments – Click here:  [1](#) [2](#) Book Storyline : 



❖ **PRESENTATION:**

- Group participants will give an in-school presentation to the Grade 10 Civics class: introduction to topic, background information regarding WEADD, and information brochures given out to the class for discussion.
- Brochures will be useful as a reminder of elder abuse and the significance of June 15th.
- As a follow-up, group participants will create a children’s story for a younger audience, with the age range of around grade 2/3, i.e. 7- to 8-year olds.



- The book will introduce different situations and scenarios of elder abuse (the word “abuse” will not be mentioned, but rather “lack of respect”) that will be easily identified.
- Drawings and colours will add to the appeal of the book, thus encouraging young children to read it. A prototype of the story will be made first.
- Once the book is finalized, participants will read it out loud to the suggested age group, at a community library or elementary school for feedback.

## Storybook: “Martin Learns About Elder Respect” (Ontario) – Part 2

### ❖ ACTIVITIES:

Actions— <i>In-class presentation</i>	# of kids	Time (hours)
1. Research on the computer about elder abuse	3	1.5
2. Create the brochure about elder abuse	2	1
3. Editing handouts	1	0.5
4. Schedule a timetable as well as topics for class discussion	1	1
5. Present to Grade 10 Civics class, hand out the brochure	3	0.5

Actions— <i>Making of the book</i>	# of kids	Time (hours)
1. Create and write story	1	1
2. Storyboard rough draft, written story edited	1	1
3. Outline of story completed	1	0.5
4. Drawings/sketches for prototype story made	1	1.5
5. Bring all storybook materials together	2	1
6. Begin actual story; buy materials	2	2
7. Drawings improved	1	2.5
8. Finalize book	1	2
9. Book is read to local community center for feedback; edit and finalize	1	0.5

### ❖ EVALUATION:

- We will present package material to the Grade 10 Civics class and read a passage to them.
- We will see if they are able to identify the type of abuse occurring in the different scenarios and situations told in the story.
- We will keep track of numbers of participants involved with our project activities.

# “Mark Your Awareness” Bookmarks (Ontario) – Part 1

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Number of project participants: three 17- to 18-year olds

Time for project planning and implementation: 19 hours

❖ **INTENT:**

- Raise awareness of elder abuse through the use of bookmarks and a short discussion led in the library
- Free bookmarks for anyone to take accompanied by an informational poster, placed in both the school library and the public library

❖ **DESIGN:**

- Bookmarks and informational poster placed in the library to promote discussion

- *Attachments – Click here:*  *bookmarks:*  [1](#) [2](#)



❖ **PRESENTATION:**

- Group participants will design different versions of bookmarks that will promote elder abuse awareness.
- As well, in this project we will create an informational poster to go along with the bookmarks, which will be placed together in the library the week of WEAAD (June 15).

## “Mark Your Awareness” Bookmarks (Ontario) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas for the bookmarks	3	1
2. Research for information on elder abuse	3	0.75
3. Design various types of bookmarks	2	7
4. Research for informational poster	3	2
5. Print trials, decide on 2 bookmark designs, and do actual printing	2	1
6. Laminate bookmarks and cut printed bookmarks	3	4
7. Design informational poster to accompany bookmark display	1	2.5
8. Presentation in school library	3	0.25
9. Enquire about placing bookmarks in public libraries, deposit bookmarks where permitted	3	0.5

### ❖ EVALUATION:

- We will keep track of the number of people spoken to at the discussion and the number of bookmarks taken from the libraries.

## Behind Closed Doors (Ontario) – Part 1

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Number of project participants: two 17- to 18-year olds

Time for project planning and implementation: 3 hours

❖ **INTENT:**

- Raise awareness in youth and adults of elder abuse issues, through presenting information on media Web sites.

❖ **DESIGN:**

- Slideshow for www. and classroom presentation
- *Attachment: Video* 

❖ **PRESENTATION:**

- We will design a slideshow presentation about the subtleties of mistreatment of older adults, and post it on YouTube.
- We will also present it to grade 12 classes in their homerooms.
- We will briefly introduce ourselves and ask questions of the class regarding what they already know about elder abuse issues.
- We will inform the class of some categories of elder abuse.
- After the information session, we will show the class our video that gives information about the effects of physical elder abuse.

## Behind Closed Doors (Ontario) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Start to design slideshow	1	1
2. Search for pictures	2	1.25
3. Create information sheet with data regarding elder abuse	2	1.25
4. Check information with teacher and students in our class	1	0.5
5. Put together slide show about information	1	0.5
6. Add visual effects	1	0.5
7. Add sound effects	2	0.5
8. Final media product—post on YouTube after reviewed by teacher and classmates	2	0.5
9. Arrange to present to grade 12 class(es)	1	0.5
10. Do final presentation for class	2	0.5

### ❖ EVALUATION:

- We will ask the grade 12 class questions at the beginning of the video, and again at the end.
- We will record students' answers to see if there is an indication that students gained more information about the topic since our first discussion with them.
- We will keep a tally of how many students see our video.

# Project Exemplar 14: “Connect 2 Respect” (Ontario) – Part 1

Number of project participants: three 17-year olds

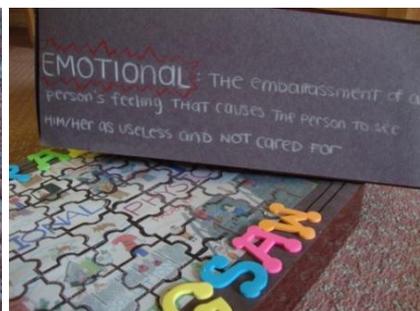
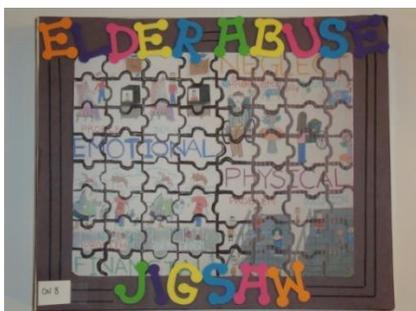
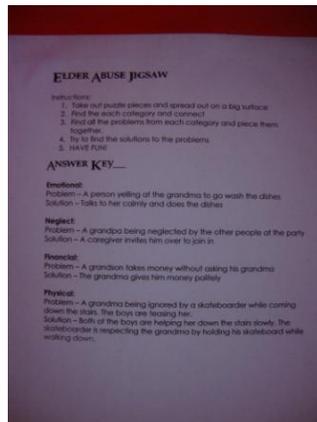
Time for project planning and implementation: 18 hours

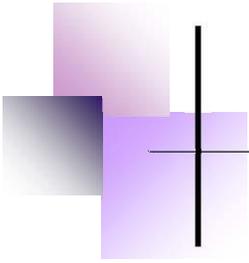
## ❖ INTENT:

- Raise awareness of elder abuse issues for youth
- Engage children in a visual and physical activity to help them grasp the ideas about elder abuse and prevention
- Provide problems and solutions for each type of abuse

## ❖ DESIGN:

- Puzzle (64 pieces)
- Attachments – Click here:  [1](#) [2](#) [3](#) [4](#)





❖ **PRESENTATION:**

- Group participants will create and present a puzzle about how to deal with problems that the elderly may face.
- This puzzle will be presented to a young group of elementary students after school.
- The information on the puzzle will engage discussion about ways to help prevent the different types of elder abuse.

## “Connect 2 Respect” (Ontario) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Research the different types of elder abuse	3	2
2. Come up with pictures illustrating each	3	2
3. Design a problem and solution	3	3
4. Find materials that will be used	1	0.5
5. Measure puzzle pieces	3	2
6. Cut out pieces into four big sections	3	1
7. Draw pictures of each classification (type) of abuse, one on each section of the puzzle	3	2
8. Colour the pictures	3	2
9. Cut out the rest of the puzzle	2	2
10. Design the puzzle storage box with pictures and words	3	2

### ❖ EVALUATION:

- We spoke with a grade 9 class and let them try the puzzle to see if they could identify and understand the problem and solutions of elder abuse.
- They could identify the problems and understood how the solutions suggested could eliminate the problem.
- We went to one of the project participant’s school and talked about our project and explained to the children what elder abuse is.
- We separated the class into groups of 4 so they could work as teams in completing the puzzle together.
- We also kept track of the number of people with whom we spoke on the topic.

# Project Exemplar 15: One Age Children's Book (Ontario) – Part 1

Number of project participants: four 17- to 18-year olds

Time for project planning and implementation: 11 hours

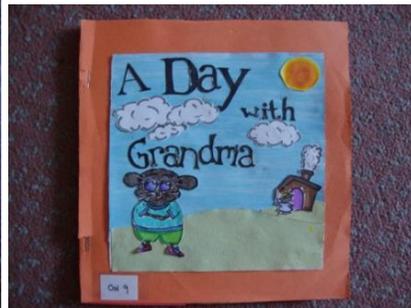
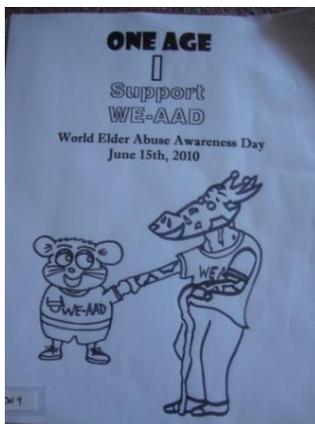
## ❖ INTENT:

- Teach the younger generation how to treat older adults with respect.

## ❖ DESIGN:

- Children's book and colouring pages

- Attachments – Click here:  [1](#) [2](#) [3](#) [4](#) [5](#)



## ❖ PRESENTATION:

- Read children's book to a group of kids at a local library and hand out colouring pages to children who listen.

## One Age Children's Book (Ontario) – Part 2

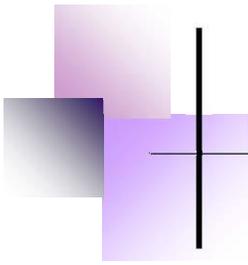
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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas for topic of book	4	4
2. Wrote storybook	2	2
3. Edited story before writing good copy	2	0.5
4. Drew illustrations for children's book	1	2
5. Put together story on construction paper	3	3.5
6. Took pictures of process of project	3	0.25
7. Read story book to children at local library	2	2
8. Handed out children's colouring pages at library	2	0.5

### ❖ EVALUATION:

- Overall, we found our children's book and colouring pages very successful.
- Ask parental permission to take photos of children listening to our story
- Make the book appealing and colourful in order to keep the attention of the children.



## Project Exemplar 16: **Instructional Video (Ontario) – Part 1**

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Number of project participants: four 17- to 18-year olds

Time for project planning and implementation: 8 hours

❖ **INTENT:**

- Motivate other teens to raise awareness about elder abuse
- Provide the materials and information to hold an event informing students of elder abuse

❖ **DESIGN:**

- DVD instructional video of how to run a successful event at school or community centre.
- A promotional banner which says WEAAD and provides awareness about the fight against elder abuse

❖ **PRESENTATION:**

- Set up information booth in the school which will have the video which talks about what can be done to prevent elder abuse and has information and facts which helps to encourage people.
- Talk to the schools' student about their own event planning and how to effectively plan an event based on their audience and goals.
- Also talk them about the effects of elder abuse and provide them with information about elder abuse.
- They can show their support for the fight against elder abuse by signing the WEAAD poster.

## Instructional Video (Ontario) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas for video and poster	4	1
2. Take photos of planning and brainstorming	4	0.5
3. Take photos of children's book reading	3	0.5
4. Work on video on computer	4	1
5. Information booth – brainstorm ideas	4	1
6. Set-up of information booth	4	0.25
7. Take pictures of the "in-school" event	4	0.25
8. Encourage students to sign the banner/show support	4	1
9. Work on the video	4	0.5
10. Log and capture video and add music	1	2

### ❖ EVALUATION:

- Overall, we found this event very successful and effective in promoting the awareness of elder abuse.
- Make sure to get permission from students or parents for taking photos and prior to the event, print out or get release/permission forms for taking pictures of individuals.
- Make info booth appealing to students so they will be interested in the set up and may want to ask questions about the cause you are promoting.
- Experiment with media for video: we only used pictures but try using video footage as well. Music is also very effective in capturing the mood and the audience.

# Elder Abuse Information Brochure (Ontario) – Part 1

Number of project participants: one 18-year old

Time for project planning and implementation: 8–9 hours

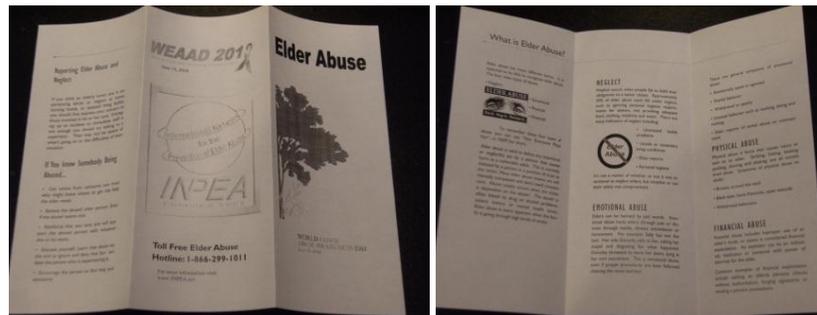
❖ **INTENT:**

- Raise awareness of different forms of elder abuse
- Distribute brochures to physician offices and the civic center to educate an older audience about elder abuse

❖ **DESIGN:**

- Informational brochure including WEAAD information and types of elder abuse.

- Attachments – Click here:  [1](#) [2](#) Brochure : 



❖ **PRESENTATION:**

- Will create and distribute numerous brochures to many brochure panels in order to reach an older audience with information about elder abuse.
- These brochures will be available on racks with many other informational brochures.
- After two weeks, the brochures will be counted, in order to ascertain how many were taken and how many are left.
- Information includes four different types of abuse, what elder abuse is and what to do if someone you know is being abused.

## Elder Abuse Informational Brochure (Ontario) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas for brochure	1	1.25
2. Research information for brochure	1	2
3. Find out where to distribute	1	1
4. Create informational brochure	1	2
5. Print out brochures	1	0.5
6. Folding up brochures	1	0.75
7. Distribute brochures	1	1.75
8. Evaluate the number of brochures taken	1	1

### ❖ EVALUATION:

- Keep track of the number of brochures taken from distributed locations.

## Spreading the Word of Elder Abuse (British Columbia) – Part 1

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Number of project participants: one 14-year old

Time for project planning and implementation: 10 hours

❖ **INTENT:**

- Bring awareness of elder abuse by creating a Power Point about the topic

❖ **DESIGN:**

- Power Point

❖ **PRESENTATION:**

- I will create a Power Point of 10 or more slides describing elder abuse and bringing awareness to issues of aging.
- I will share with classes and teachers in my school and with one other school in our community.

## Spreading the Word of Elder Abuse (British Columbia) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Write outline	1	0.5
2. Research on school computer	1	3
3. Design slide lay-out	1	0.5
4. Find photos on the computer and add them to Power Point	1	1
5. Apply background graphics	1	0.25
6. Add text to slides	1	3
7. Add music to Power Point	1	0.25
8. Have student and teacher edit Power Point and make improvements	3 volunteers	1
9. Design questionnaire	1	0.5
10. Put Power Point on disc (Assisted by computer tech)	1	0.5

### ❖ EVALUATION:

- Get feedback from students and teachers through surveying them after the Power Point has been shown.
- Track how many people watch the Power Point.

# Survey on Elder Abuse Awareness (British Columbia) – Part 1

Number of project participants: one 15-year old

Time for project planning and implementation: 30 hours

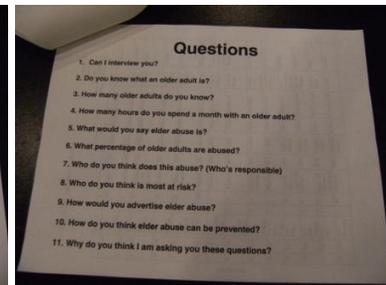
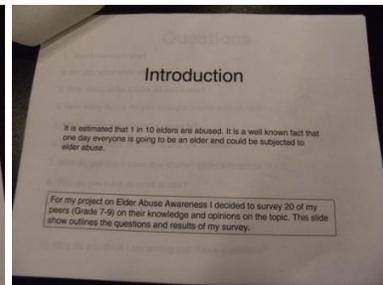
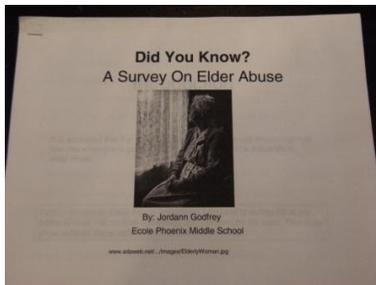
❖ **INTENT:**

- Gather data from a middle school group (ages 12–15) about their involvement with elders
- Bring awareness and action to youth about elder abuse and about the importance of connecting with older adults

❖ **DESIGN:**

- Power Point presentation of data gathered through surveying middle school students about their awareness of elder abuse.

- Attachments – Click here:  [1](#) [2](#) [3](#) Survey questions & Results:  [1](#) [2](#)



❖ **PRESENTATION:**

- We will create a questionnaire to find out what degree of awareness 12- to 15-year olds have about elder abuse.
- We will administer the survey to twenty grade 7, 8, and 9 students and then assess the data.
- Our findings will be shared in a Power Point and through an essay. We will share the Power Point and read the essay to grade 7, 8, and 9 students.
- As outreach to the community, we will put survey results onto a brochure and distribute it to churches, libraries and city council.

## Survey on Elder Abuse Awareness (British Columbia) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Plan our target age group for the survey and check with teacher and classmates about idea	1	5
2. Write out questions for survey	1	1
3. Put questions in survey format, print copies	1	1
4. Ask survey questions (20 students) at lunch hour	1	7
5. Tally results	1	0.5
6. Analyse results—What do they tell me?	1	1.5
7. Collect facts on elder abuse for Power Point	1	1
8. Put results into Power Point format	1	1
9. Write essay, do final copies of Power Point and essay	1	11
10. Share final copies with community and school.	1	4

### ❖ EVALUATION:

- Get feedback from students and teachers after presenting to classes.
- Re-connect with churches, libraries, and city council after brochure has been displayed, for feedback.
- Was the group I surveyed representative of the larger group? If the students were not aware of elder abuse issues, did my Power Point presentation and essay help them understand this better?

# The Spirit of My Gran Ruby May Joseph (British Columbia) – Part 1

Number of project participants: one 14-year old

Time for project planning and implementation: 22 hours

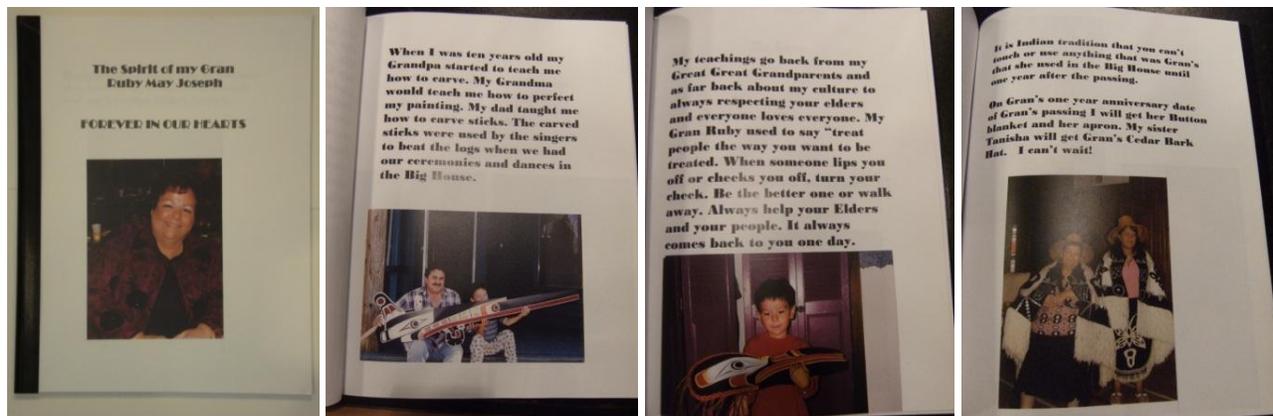
❖ **INTENT:**

- Raise awareness on how to treat your elders with dignity and respect

❖ **DESIGN:**

- Writing and illustrating original storybook about personal experience

- Attachments – Click here:  [1](#) [2](#) [3](#) [4](#) Video 



❖ **PRESENTATION:**

- I will write, illustrate and self-publish a story about my time as a youth caring for my Grandmother until her death.
- I will share the story with my class, give copies to my family, teachers, Campbell River Museum Archives, First Nations Community School, Phoenix School Library.

## The Spirit of My Gran Ruby May Joseph (British Columbia) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Gather First Nations family information	Mother and youth	1.5
2. Rough copy of story	1	8
3. Edit story	Youth and teacher aide	1
4. Type out good copy	1	4
5. Collect photos from family	Mother and youth	2
6. Lay-out with photos	Youth and teacher aide	1
7. Tape photos onto text lay-out	Youth and teacher aide	1
8. Take book to printer for publishing (9 copies)	Youth and family	1
9. Pick up copies of completed book	1	0.5
10. Share with class / distribute copies	1	2

### ❖ EVALUATION:

- Get feedback from classmates by talking to them
- Keep track of number of people that read book
- Present to my family and ask for their thoughts

# Brochure on Elder Abuse (British Columbia) – Part 1

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Number of project participants: two 14- and 15-year olds

Time for project planning and implementation: 13.5 hours

❖ **INTENT:**

- Bring awareness to the public by putting information on a brochure
- Add environmental message to brochure to further spread the message of caring (“Share this with 5 people before recycling”).

❖ **DESIGN:**

- Brochure

- Attachment – Click here:



❖ **PRESENTATION:**

- We will create a brochure about the issues of mistreatment of older adults and present this to classes at Phoenix School as a brochure.
- As part of our public outreach, we will approach grocery store managers for distribution of the brochure on June 15, WEAAD, to customers, by placing brochure in their grocery bags.

## Brochure on Elder Abuse (British Columbia) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas	2	0.5
2. Rough copy (prior knowledge)	1	1.25
3. Gather information from Web sites	1	1.25
4. Edit copies	1	2
5. Type out good copy	1	2.5
6. Search/download photos/copy	1	1
7. Present to grade 7, 8, 9 classes	2	2
8. Students and teachers email feedback	2	0.5
9. Check feedback and edit	2	0.5
10. Print good copy and fold, distribute to stores	2	1.5

### ❖ EVALUATION:

- We will have students email evaluation sheets back to presenters.
- Collect feedback from students from email responses.
- Keep a tally of how many brochures are given out by grocery stores.
- Ask if grocery store employees received any feedback about the brochure information.

# World Awareness of Elder Abuse (British Columbia) – Part 1

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Number of project participants: one 14-year old

Time for project planning and implementation: 7 hours

❖ **INTENT:**

- Create a painting on canvas to inform people around the world about elder abuse

❖ **DESIGN:**

- A visual branding, “logo” for WEAAD

- *Attachments – Click here:*  [1](#) [2](#)



❖ **PRESENTATION:**

- I will create a painting about the issues of elder abuse and its prevention.
- I will present the painting to my classmates in grade 9.
- I will then display my painting at the school office, in the school showcase, and somewhere in the city corridor.

## World Awareness of Elder Abuse (British Columbia) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Search for graffiti alphabet online for lettering ideas	1	0.5
2. Buy a canvas	1	0.5
3. Buy some paints	1	1
4. Create a washboard background	1	0.75
5. Lay out the lettering onto the canvas	1	1
6. Draw the graffiti lettering in the corners	1	1
7. Draw the Earth on the canvas	2	0.5
8. Paint	2	1
9. Draw the non-graffiti lettering	2	0.25
10. Fine tip outline and complete	2	0.25

### ❖ EVALUATION:

- Get feedback from classmates and City Council members as to what the painting means to them.
- Display the painting in public venues. Keep a tally of how long the painting is displayed in each venue.

# World Elder Abuse Awareness Day Flyer (British Columbia) – Part 1

Number of project participants: three 14- and 15-year olds

Time for project planning and implementation: 7 hours

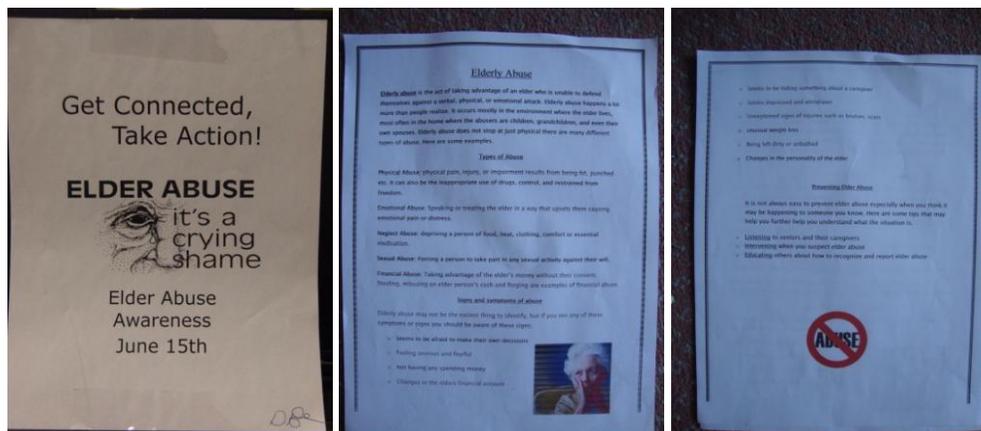
❖ **INTENT:**

- Bring greater awareness to general public through informational inserts (flyers) placed into grocery bags during weeks of June 1–15

❖ **DESIGN:**

- Flyer explaining/informing about issues of elder abuse

- Attachments – Click here:  [1](#) [2](#) [3](#)



❖ **PRESENTATION:**

- We will research elder abuse issues and create a flyer with these facts.
- We will approach a local pharmacy and request that they insert the flyers into the shoppers' bags during the weeks of June 1–15.

## World Elder Abuse Awareness Day Flyer (British Columbia) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Make a plan	2	0.5
2. Research facts on elder abuse	2	0.5
3. Make notes	2	0.5
4. Type IDPA-E project sheet	1	0.5
5. Make rough copy of flyer	1	1
6. Second draft	2	0.5
7. Make changes	2	0.5
8. Send for editing	2	0.25
9. Editing	3	0.5
10. Print good copies and distribute	1	2

### ❖ EVALUATION:

- We will track the number of inserts we make for the shopping bags.
- We will ask the cashiers how many they put into bags and ask them if customers made comments about the inserts next time they came into the store.

## A Commercial Promoting Elder Abuse Awareness (British Columbia) – Part 1

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Number of project participants: three 14-year olds

Time for project planning and implementation: 13 hours

❖ **INTENT:**

- Promote elder abuse awareness by showing youth and adults that we all deserve to be treated with dignity and respect no matter what our age

❖ **DESIGN:**

- Short commercial in video format (2–4 minutes)

❖ **PRESENTATION:**

- We will create a short video about how we should treat one another respectfully.
- Our group will present the video to classes, to the whole school during an assembly, at a local TV station, and on YouTube.

## A Commercial Promoting Elder Abuse Awareness (British Columbia) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Research other commercials for ideas	3	1
2. Brainstorm ideas for a commercial and write down a plan	3	0.5
3. Have video plan reviewed by teacher	3	0.5
4. Find a camera for filming	3	0.5
5. Gather and create any props needed for video	3	2
6. Filming	3	3
7. Discuss audio choices	3	1
8. Upload video to school computer and download audio	3	1
9. Editing the video	3	3
10. Download video on a DVD	3	0.5

### ❖ EVALUATION:

- Hand out evaluation sheet to classmates just before they watch the video, asking questions regarding the information in the video.
- What did they learn? What did they like or not like about the video?
- Gather the feedback from the video presentation and make changes to the video if need be.
- Keep a tally of how many people watch the video.

## “Emma’s Secret” (British Columbia) – Part 1

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Number of project participants: one 15-year old

Time for project planning and implementation: 12 hours

❖ **INTENT:**

- Bring awareness of Elder Abuse through writing and sharing a children’s storybook

❖ **DESIGN:**

- A children’s book for 10- to 11-year olds, illustrated, published as a hard cover book

❖ **PRESENTATION:**

- We will brainstorm story ideas suitable for younger children.
- Then we will write and illustrate a storybook illustrating mistreatment of older adults and respectful alternatives.
- We will share with class and place a copy of the book in the school library.
- In order to outreach to the community, we will also go to grade five class at local elementary school to share book.

## “Emma’s Secret” (British Columbia) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas	1	0.25
2. Write rough draft	1	0.75
3. Edit rough draft	Youth and parent	1
4. Rewrite story	Youth and parent	4
5. Take photos for the story	Youth and teacher aide	1
6. Retake photos if necessary	Youth and teacher aide	0.25
7. Go through photos/layout photos	Youth and teacher aide	0.25
8. Final draft of book	Youth and teacher aide	2
9. Send copy for publishing	1	2
10. Pick up copies from printers	Teacher aide	0.5

### ❖ EVALUATION:

- Keep track of the number of people who read the book
- Get feedback from the people who read the book
- Discuss book with grade five students and get feedback

## A Walk Away (British Columbia) – Part 1

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Number of project participants: one 15-year old

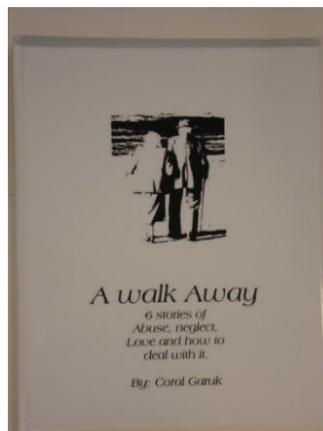
Time for project planning and implementation: 41 hours

❖ **INTENT:**

- Write a book of short case studies (or similar) to bring awareness to elder abuse and its subtleties
- Affect an audience ages 14 and older (middle age)
- Create a handmade copy for duplication, duplicate and distribute

❖ **DESIGN:**

- Book of original short stories
- Attachment –Click here: 



❖ **PRESENTATION:**

- I will write a storybook about the issues of elder abuse and neglect choosing stories that are in keeping with the type found in the *Chicken Soup for the Soul* series.
- I will share my book with my class, and school library.
- I will also make it accessible at School District 72 Resource Center.

## A Walk Away (British Columbia) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Research Web sites	1	2
2. Look at <i>Chicken Soup</i> book layout	1	1
3. Interview people around the school and friends	1	6
4. Create short stories using information gathered	1	26
5. Edit stories on rough copy	1	3
6. Lay-out on computer	1	2
7. Edit all the pages completely	1	2
8. Review with educational assistant	1	0.5
9. Add resource sheet	1	0.25
10. Print final copy and send in to get published	1	1

### ❖ EVALUATION:

- Keep track of how many books are distributed
- Interview people around the school who have read the book
- Make a pre-test on the book, and let people around the school take it before they read the book. Follow-up with a post-test checking for new learnings about elder abuse and its subtleties.

## Community Activity Fun Day (Manitoba) – Part 1

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Number of project participants: four 17-year olds

Time for project planning and implementation: 9.5 hours

❖ **INTENT:**

- Create awareness of elder abuse in community
- Promote youth and senior interactions/relationships
- Encourage intergenerational community involvement

❖ **DESIGN:**

- “Fun Day” event
- Attachment – Click here:  Activity list & letter [1](#) [2](#)

❖ **PRESENTATION:**

- This project was designed to create connections that bridge gaps and shatter stereotypes between generations through fun activities.
- We are going to a Youth Center and inviting seniors and youth from a local school to participate in some activities.
- Youth will be paired up with a senior and rotate around the station/activities set up.

## Community Activity Fun Day (Manitoba) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorming community events and set date	4	1–2
2. Contact facility to book for event	1	0.25
3. Receive permission of participating school	1	0.5
4. Invite seniors center to participate	1	0.5
5. Type letters to facilities and parents/guardians	2	1
6. Pair seniors with students (list)	1	0.25
7. Set up for event	4	1
8. Have event	4	2
9. Clean up	4	1–2

### ❖ EVALUATION:

- Observe youth and older adults interacting
- Observe connections made between those involved
- Survey participants to see if they would like this event to continue

# Purple Time Explosion (Manitoba) – Part 1

Note: purple is the colour of Elder Abuse Awareness Day

Number of project participants: three 17-year olds

Time for project planning and implementation: 6–7 hours

❖ **INTENT:**

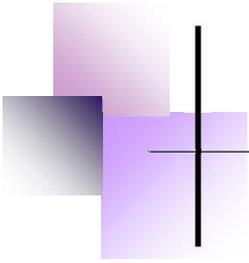
- Raise awareness of elder abuse issues
- Engage people in awareness and participation

❖ **DESIGN:**

- Posters distributed around community, celebrate “Purple Day”

- Attachments – Click here:  [1](#) [2](#) [3](#) [4](#) poster : 





❖ **PRESENTATION:**

- The group will design simple posters that are easily read and easy to understand.
- These posters will let people know about World Elder Abuse Awareness Day and what they can do to stop the issues of mistreatment of older adults.
- A “Purple Day” will be set up on June 15th for the community and a “Wear Purple Day” in the school will be designated on June 1st, Intergenerational Day Canada.
- A note will be made in the announcements or over the public address system to let people know about these days.
- This will engage people in discussion and will lead people to ask questions about the topic.

## Purple Time Explosion (Manitoba) – Part 2

### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Brainstorm ideas for a poster	3	0.5
2. Check out the ideas with adult lead (proofread)	3	0.25
3. Design the poster	3	1
4. Find the purple paper desired for the poster	1	0.25
5. Print off a sample of the poster	2	0.25
6. Go to local businesses and ask if they would put the posters up in their store or window	3	2
7. Print the number of posters needed	3	2
8. Promote a “Wear Purple Day” in your school by using posters in the hallways	2	0.5
9. Use announcements over the public address system to let people know about elder abuse and the “Purple Day”	2	0.25
10. Tally up the number of people that wore purple, debrief and discuss. Encourage a yearly event	3	1

### ❖ EVALUATION:

- Keep a tally of the number of businesses that will put the sign up in their window.
- Also, keep a tally of the number of people that wear purple on “Wear Purple Day” in school and in the community.

# Intergeneration Celebration of Respect (Manitoba) – Part 1

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Number of project participants: three 17-year olds

Time for project planning and implementation: 7 hours

❖ **INTENT:**

- Bring together elders with the youth of today
- Show young people older adults are more interesting than teens may think
- Bring awareness to elder abuse

❖ **DESIGN:**

- a community get-together of Grade 4's and older adults
- *Attachments – Click here:*  *Activity Schedule & worksheet & letters* [1](#) [2](#) [3](#) [4](#)

❖ **PRESENTATION:**

- We are having an activity day on May 28th, 1:30–3:15 p.m. at the elementary school in our town.
- Grade 4 classes (60–65 students) and hopefully 15–20 older adults will participate in crafts, games, planting of flowers and reading, to celebrate different generations and to bring awareness to elder abuse.
- Snacks will be provided and pictures will be taken to record the project.
- Crafts that are made will be delivered to the local care home, and some will be taken home to children's grandparents.
- We envision a classroom of Grade 4 students reading to seniors, stations outside with crafts, games, flower planting, etc.

## Intergeneration Celebration of Respect (Manitoba) – Part 2

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### ❖ ACTIVITIES:

Actions	# of kids	Time (hours)
1. Make letters to school and care home	3	
2. Drop off letters and confirm event	3	0.25
3. Talk to local newspaper about event	1	1
4. Book transportation for elders	1	0.25
5. Get activity supplies (games, crafts, flowers, planting supplies, books for reading, etc.)	3	0.25
6. Purchase snacks	1	2
7. Set up event	3	2
8. Host event	3+	0.5
9. Deliver crafts/clean-up event	3	0.25
10. Write and distribute thank you letters	2	1

### ❖ EVALUATION:

- Record number of people attending the event (grade 4 students/older adults), record positive compliments, and place an article in the local newspaper about the event with photos.