



ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Skills for Problem Solving

Intermediate – Value Your Elders

A. The Younger Generation:

Rosie wants to be a stage actress. She has agreed to organise the end-of-year entertainment, and she is going to put on a play. She wants to write it herself. She also wants to be in charge of costumes and make-up.

The Older Generation:

Mavis was a singer when she was a young girl. She used to write her own songs and perform them for soldiers during the war. She also made all her own costumes. She has some great stories to tell about her past. She feels sorry that her old sewing machine is just sitting in the corner. She's also quite lonely. She's got a big collection of books and plays that she used to read when her eyesight was better.

B. The Younger Generation:

Sam loves animals and growing things. He's very interested in organic food. He wants to work on a local farm at weekends, both in the fields and helping out with the animals. He's a bit nervous about applying for the job since he doesn't have much experience.

The Older Generation:

Brian grew up on a farm. He used to look after the horses, milk the cows, and help in the fields. These days, he spends most of his time in his garden where he grows his own vegetables. He'd love to have some company, but he never had any kids. He remembers how difficult it was working on a farm and has a lot of interesting stories to tell.

C. The Younger Generation:

Margaret loves painting. She's very good, but she doesn't really have a place where she can paint – it's very messy. She wants to try and paint as much as she can now, so that when she goes to art school, she has a lot of her works to show.

The Older Generation:

Karl used to be a painter. He isn't very well known, but he has painted some things he's particularly proud of, and he knows all about how difficult life is as a painter. He has a big studio that he doesn't really use because he finds it difficult to carry the heavy equipment and mix his paints. He'd like to paint again but he needs an assistant to help him.

Reflection Point

It's important to value your elders. Their experience means they have a lot of good advice to give, and it makes them feel proud when younger people listen to them.



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Aim: To teach students how valuable communication and contact with their grandparents and elders is.

Lead-in: Find out from students whether they're close to any elderly people, e.g., grandparents, great-grandparents, elderly aunts, uncles, or family friends. List the different relationships they suggest on the board. Ask students how old they think these people are approximately and create an age band of the elderly people that your class spends time with.

Get students thinking about the older people in their life and in what ways they help them. For example: Do they give them advice? If so, what? Then ask why elderly people might be good at giving advice (because they've had more experiences).

Finally, encourage students to think of the kinds of things that the elderly might have experienced that the younger generation have not, and create a list of 'interesting experiences from the past' that you would've liked to be there for (e.g., a Beatles concert, horses in the streets, different fashions, wars, etc.). Ask students: *Do you think these experiences make the older generations more or less wise? Why?*

Then ask: *What stages of life have the elderly experienced that you have not experienced yet?* Elicit things like: marriage, going to university, war, losing people they love, making and breaking friendships, having children, going to work, retiring, etc. (The aim of the question is to get students thinking how few stages they have experienced in comparison to elderly people.)

Choose A Scenario: Ask students to work in pairs and choose one of the three scenarios (A–C). Explain to students that you would like them to suggest ways in which an elderly person could be helpful to a younger person and what the younger person can offer to the older person. Get students to explain why the younger generation should respect the older generation's advice in these situations. Encourage students to consider the Reflection Point.

Re-lesson Point: Explain to students that although the older generation appears to be different or old-fashioned, it's likely that they have experience

the same emotions in their life that the students experience, so they know what it feels like when you feel jealous, ashamed, or anxious. They also know how important it is to feel good, proud, or satisfied. It's a good idea to listen to their advice, because they've had many more experiences.

Class discussion: Put each pair with another that examined the same scenario. Encourage them to compare the benefits that each person could draw from working together. Ask students: Would you have enjoyed working with an elderly person in situations like these? Did you identify the same benefits?

Now ask students to consider the following questions, then discuss the different opinions that they offer.

- Is there a difference between the help, support, or advice the elderly can offer and the help young people can offer? Elicit three points for each category.
- Who do you think benefits more from the relationships suggested, the younger person or the older person? (Point out to students that it could be equal).
- Has reading these situations made you think about the older generation in a different way?

Work alone: Ask students to work alone to choose a second scenario from A–C and follow the same steps as in section 2. Once they've finished, invite volunteers to present the ways in which the two generations can help each other.

Extension: Write on the board the following scenarios:

- an argument with a friend
- worrying about something at work or at school
- wanting to do something their parents didn't allow

Encourage students to ask an elderly person respectfully to tell them about a time when they experienced these things. Get students to draw parallels with their own lives and report back to the class.