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Understanding Aging

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UNDERSTANDING AGING

A Project Report

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Master of Education

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by

John Waldren

ACKNOWLEDGEMENTS

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CHAPTER I

BACKGROUND OF THE PROJECT

A few years ago, a concern developed within the
Cashmere School District that students were not receiving
adequate guidance services within their respective schools.
At that time, there existed within the school district one
counselor at the secondary level. In response to this
concern, Cashmere School District implemented an Advisor/
Advisee program. The program was instituted to meet the
need of providing more guidance services to the students
in their schools. This was accomplished by adopting the
philosophy "that every teacher for grades 6-12 would serve
in an advisory role to 15 to 20 students" (Advisor/Advisee-A
Guidance Program, 1981). This model serves as the basis of
the program.

In Cashmere Middle School, educators were aware that
students needed guidance in many different areas, such as
"self-understanding, positive self-concept, successful
social relationships, good study skills and positive atti-
tudes toward school, faculty, and community" (Advisor/
Advisee-A Guidance Program, 1981). A set of objectives was
devised to meet these needs. Among these objectives were
the following:

      1)   Students will develop a positive self concept.

      2)   Students will recognize their community responsi-
            bilities.

      3)   Students will learn interpersonal skills while
            working toward group goals.

      4)   Students will realize that their behavior, attitude
            and participation in all advisory activities does
            have meaning and is important to their development
            as a person.

In an effort to accomplish these and other objectives,
advisory groups within Cashmere Middle School participate
in a variety of activities and projects.

    This particular project was developed in an effort to
satisfy the previously mentioned objectives. The focus was
primarily upon the objective, that students will realize
their community responsibilities. However, the project was
also an answer to a particular need within the community
to provide volunteer service in aiding the elderly at the
Cashmere Convalescent Center. The term "volunteer service"
as used by this researcher is meant to mean any service
freely rendered by students in an effort to meet a need or
needs of their community. This project has value for at
least two reasons. One is that it involves middle school
students in volunteer service. Two is that the individuals
being served are the elderly.

The population of elderly people in the United States is rapidly increasing. The term "elderly" as used by this researcher is meant to signify any person sixty-five years of age or older (Sourcebook, 1979). Estimates indicate that the annual increase of elderly people in this country is 400,000. This means that by the year 2023 between 13-15 percent of this country's population will consist of elderly people (Handbook, 1978). Unfortunately, in a culture that puts a great amount of value on appearance and looking youthful, the aging process is too often perceived from a negative point of view. Negative stereotypes of the elderly can cause alienation and negativism between generations (Gaffney and Nouwen, 1974). Therefore, it is becoming increasingly more important to build an awareness and appreciation in individuals for human life in every stage of its development. One of the recommendations made by the White House Conference on Aging was that information should be provided on aging at all levels of a person's education; from preschool through adulthood (Handbook, 1978).

A very effective way of building an appreciation for the elderly as well as enabling students to view the aging process from a positive perspective is by involving them in volunteer service. According to Dickson (1979), much of what is learned today in schools is intellectual in nature.

There exists a great need to transform study into action.
As he states further, "Recognition is long overdue in
every educational establishment that students are possessed
of hearts as well as of minds, that man does not learn by
head alone" (Dickson, 1979). Through volunteer service,
students can begin to experience what they are being taught
in the classroom (Cassano, 1975). By involving students
in the lives of elderly people, they can begin to learn
more about them through their interaction with them.

Involving students in the daily happenings of the com-
munity is not a novel concept. In the 17th and 18th centu-
ries, youth were considered to be an integral part of the
community (Ellis, 1978). Many communities relied upon every
one, including youth, to maintain themselves for the well-
being of all (Ellis, 1978). In this century, volunteer
service is being rediscovered and recognized as a viable
means in which to reinforce the learning students were
experiencing in the classroom. It is also being recognized
as a way of exposing youth to the needs which exist in a
community while providing them with a practical means of
affecting positive change within the community, (Dickson,
1973).

In conclusion, it must be clarified that the purpose
of this project was to develop a resource unit. The purpose
of the unit was to provide a variety of ideas for the

planning, developing, or teaching of a unit on aging and
volunteer service to be used with any particular group
of middle school students. The resource unit was designed
to contain the following components:

1) Concepts - formulated thoughts or opinions.

2) Student learning objectives - a range of behavioral
   outcomes resulting from the knowledge, attitudes,
   or skills acquired by a person.

3) Activities - educational procedures designed
   to involve students to stimulate learning.

4) Instructional media - instructional materials and
   equipment used to implement activities.

The project was intended to be utilized as part of the
Advisor/Advisee program at Cashmere Middle School.

CHAPTER II

REVIEW OF THE LITERATURE

In order to complete this project, it was important
to review the available literature in two different areas.
The first area pertained to volunteer service and the second
area to curriculum on aging.

Volunteer Service

The first major consideration that this researcher
faced was the question of how to organize a volunteer pro-
gram that would accomplish two goals:

1) Provide a significant learning experience for the
    students.

2) Provide volunteer services that would benefit the
    community.

This researcher discovered that the review of the available
literature was very helpful in providing the necessary
information needed to accomplish these goals.

In order to implement a successful volunteer program,
attention needed to be given to the following areas:

1) establish goals

2) funding

3) transportation

4) training

5) supervision

6) evaluation (ACTION, 1976).

The first step in organizing a volunteer program is to establish the program goals. One method used is to conduct a needs assessment of the organization or the population group to be assisted (ACTION, 1976). This is done for two reasons; first, to identify specific needs and second, to ascertain which needs can be effectively met by the student volunteers (American, no date). Once the needs assessment has been conducted, the goals of the program can be determined. In establishing the program goals, it is prudent to start a small program with the hope of gradually expanding it (ACTION, 1974). This helps to insure better management of the program thus improving its chances of being a positive experience for student volunteers and those being served.

Another step in organizing a volunteer program is to acquire the funds necessary for its implementation. Some of the most common expenditures are in the areas of transportation and supplies (American, no date). Student body funds, individual donations, grants from foundations, donations from private service organizations, and donations from private businesses were the most common resources

called upon to provide the necessary funding for volunteer
programs (American, no date).

Arranging adequate transportation for student volunteers
is critical for the success of any student volunteer program.
Students must have some means of getting to the location
where they are to perform their duties. Cassen (1980) dis-
covered that many teachers as well as parents were willing
to serve as volunteer drivers after school during the week
to deliver student volunteers to their destinations. If
funds are available, it may prove prudent to purchase vans
to transport student volunteers (Cassen, 1980).

Another critical step in organizing a volunteer program
is the training of the student volunteers. In order for
students to be effective volunteers, they must be aware of
the human needs of the group they are going to serve.
ACTION (1976) suggests that the instructor should utilize
a variety of resources such as Audio/Visual materials,
guest speakers, and field trips to build this awareness.
As student volunteers are being made aware of the specific
needs of those they are to serve, it is also important for
them to examine their own personal strengths, weaknesses,
and personality traits (ACTION, 1974). An increasing
awareness of themselves can help students realize what
actions they must demonstrate and attitudes they must
develop in order to be more effective volunteers. This

researcher discovered that <u>Innerchange</u> (Ball, 1974) and <u>Sensitizing People To The Processes of Aging: The In-Service Educator's Guide</u> (Ernst and Shore, 1978) were excellent resources for providing activities for the training of student volunteers. While <u>Innerchange</u> enables students to examine their personal strengths, weaknesses and personality traits, <u>Sensitizing People To The Processes Of Aging: The In-Service Educator's Guide</u> enables students to become more aware of the effects of aging on the elderly.

As their training progresses, students must have an understanding of their responsibilities as volunteers. Regular attendance, reporting of problems to the volunteer coordinator, and maintaining a journal are three very important expectations which need constant reiteration (ACTION, 1974). In addition, goals of the program should be outlined and explained (ACTION, 1974).

Finally, the instructor should realize that the agency or organization that is utilizing the student volunteers should have a significant role in their training (ACTION, 1972). Once their training is complete, students should then have the opportunity to ask anything they wish to know about their new role as volunteers before they actually begin their service.

Supervising student volunteers is crucial to the success of any volunteer program. There are a variety of

ways that a volunteer coordinator can supervise student
volunteers. Among them are group meetings with volunteers,
on the job supervision, daily reports after work is com-
pleted, and written journals (ACTION, 1976). Whatever
method or combination of methods is used, it is important
to realize that the purpose of supervision is to support
and guide volunteers as they are engaged in their work
(ACTION, 1976).

The final consideration in organizing a volunteer
program is to devise a means of evaluating the program and
the student volunteers' endeavors. Roberts (1981) believes
that evaluation should serve the purpose of:

1) seeing if the objectives of the program are
being realized

2) improving the preparation and services of
volunteers

3) providing a means of reflection

4) indicating if any learning is taking place.

The evaluation of student volunteers should be on-going
throughout the duration of the program. It should also
allow the students to express their personal feelings
and responses to their work (ACTION, 1974). Journals are
an excellent means of evaluating student volunteers. Through
journals the coordinator can better supervise volunteers
and assess any progress or problems a student may be

experiencing (ACTION, 1974). Roberts (1981) states that journals are not only to be used as a means of seeing what skills are being acquired by student volunteers but also to evaluate whether or not the people being served are benefiting. In addition to evaluating students throughout the duration of the program, a final evaluation of students should be conducted. ACTION (1974) recommends that the objectives of the evaluation should be to:

1) Sharpen the students' observation skills

2) Make the students' better communicators of what they have experienced.

3) Indicate what the students have learned from their experience.

Attention must also be given to evaluating the volunteer program for the purpose of its improvement. Student volunteers, involved organizations, and those being served could all participate in this part of the evaluation. One recommendation from ACTION (1974) is to prepare a questionnaire for all the participants of the volunteer program to complete. This researcher found examples of questionnaires in all of the ACTION manuals cited in the bibliography.

In conclusion, this researcher discovered that all the literature concerning volunteer programs involved students at the secondary level. No information was found that discussed volunteer programs implemented within middle

schools or advisor/advisee programs. However, the literature
that was available could be easily adapted toward organizing
a volunteer program within a middle school.

Curriculum On Aging

The second major consideration this researcher faced
was determining the concepts, students learning objectives,
and activities that would build middle school students'
awareness of aging before involving them in volunteer service.
In reviewing the literature, this researcher realized that
the greatest need that the elderly have is for society's
perceptions about aging to be altered. Some of the most
common stereotypes concerning aging are:

1)   "Old" is a distinct category for grouping people.

2)   An individual reaching sixty-five has reached
     the beginning of "old" age.

3)   Retired people sicken physically due to idleness
     and feeling worthless.

4)   The elderly become isolated; neglected by family
     and friends, (Neugarten, 1971).

According to Neugarten (1971), the stereotypes that indi-
viduals have about aging affect their behavior towards
aging and the elderly. This negative point of view can
lead to the ostracism of the elderly by society.

Despite the negative stereotypes of aging and the harmful effect that they can produce, aging needs to be viewed as simply one part of a human being's life cycle (Neugarten, 1971). There needs to be the realization that all human beings experience change throughout their lives and that as the aging process continues, it brings forth new changes which also require new adaptations (Neugarten, 1971).

In contrast to the generous amount of attainable literature that exists on volunteer service, there is a scarcity of available literature regarding curriculum on aging that can be utilized at the middle school level. This researcher discovered that the best resource available to acquire curriculum materials on aging was material published by the American Library Association (1981) entitled Learning About Aging. This publication is a bibliography that identifies educational institutions and organizations that have developed curriculum materials for instruction in the classroom at all levels of education. Through this publication, this researcher acquired information from various sources for developing:

1) specific concepts

2) student learning objectives

3) specific activities

California (1978) provided an excellent model for identifying content areas for instruction on aging. In this model, the five content areas of instruction on aging are:

1) chronological aging

2) physiological aging

3) sociocultural aspects of aging

4) psychological aging

5) the community and the older individual

Each content area is identified in the handbook and contains:

1) content area goals

2) specific concepts within each content area goal

3) specific student learning objectives

The strength of this publication is that aging is viewed as part of the entire human life cycle rather than some phenomenon that occurs when one reaches a particular age.

As mentioned earlier in this chapter, the publication by Ernst and Shore (1978) provided this researcher with many good activities to make students aware of the effects of aging upon the elderly. All of the activities focus upon physical changes that occur within the elderly such as:

1) vision

2) hearing

3) touch

4) dexterity

5) taste

6) smell

7) mobility and balance

The activities in this publication are excellent because they enable participants to experience simulated physical changes that are an actual part of many elderly peoples' physical condition.

In conclusion, the review of available literature benefited this researcher in many ways. In providing many guidelines for the organization of a volunteer program, this researcher was able to avoid many common obstacles and pitfalls that could have made the volunteer program less effective in the lives of students and those they were to serve. In addition, reviewing literature on aging caused this researcher to reevaluate ideas about what the emphasis should be for developing any curriculum on aging. This in turn, influenced the development of the specific concepts, student learning objectives, and activities that were used in the resource unit.

CHAPTER III

PROCEDURE OF THE STUDY

In developing this resource unit, a specific series
of steps had to be followed in order to insure the success
of the project. These steps were to:

1) Conduct a needs assessment at the convalescent
   center.

2) Review the available literature in order to
   acquire ideas for the development of the project.

3) Seek any recommendations from the staff at the
   convalescent center regarding the project.

4) Consider how to implement the project at Cashmere
   Middle School.

5) Construct the resource unit.

The first step was to assess the needs that existed
at the convalescent center (see Appendix A). In identifying
specific needs, it was possible to ascertain which of them
could be effectively met by student volunteers. The needs
assessment also made it possible to identify specific areas
of emphasis that needed to be considered in the orientation
and training of the students as volunteers.

After the needs assessment was accomplished, a review
of the available literature was begun. An ERIC search was

conducted in order to acquire literature related to volunteer service and curriculum on aging. From the review of literature, this researcher learned of certain educational institutions and organizations who had conducted research on curriculum on aging. These institutions and organizations were contacted and requested to send any helpful information that would prove beneficial in compiling the resource unit. In addition, audio-visual materials that might prove useful as a resource for activities in the unit were also scrutinized at the university's media center. When the review of the literature was completed, the specific goals and objectives of the resource unit were identified.

Next, this researcher consulted with certain members of the convalescent center staff to review the goals and objectives of the resource unit. This was done for two reasons:

1) To see whether or not in their opinion, the goals and objectives of the unit would aid in orienting and training students to become effective volunteers at the convalescent center.

2) To seek specific ideas about activities that could be used as a part of the resource unit.

After consulting with members of the convalescent center staff the task of compiling the resource unit was

begun. While compiling the resource unit, it became apparent that attention needed to be given to the implementation of the resource unit in Cashmere Middle School. The greatest obstacle that this researcher encountered was the time constraint imposed upon the project as a result of the schools' daily schedule. Since the advisor/advisee period only lasted for twenty minutes a day, it was unrealistic to implement the resource unit within this limited period of time. Through consultation with the building principal, it was decided that the resource unit could be tested within either a language arts or social studies class. It could then be implemented within the Advisor/Advisee program the following year. This arrangement would facilitate the following:

1) It would allow adequate time for instruction
    on aging.

2) Sufficient time could be given to orienting and
    training student volunteers.

3) It would enable the instructor to give the
    student volunteers the individual attention
    they each might need while involved in service.

4) It would free student volunteers to participate
    in serving members at the convalescent center
    during class time for a minimum of two days a
    week.

The decision was made to implement the program within a language arts class since this researcher would primarily be teaching in that subject area the following school year. As a consequence, this decision directly influenced the nature of some of the activities being developed in the resource unit.

In constructing the resource unit, attention was given to:

1) Strategies for motivating students to take an interest in aging as a topic of study.

2) Specific concepts and student learning objectives as related to aging and volunteer service.

3) The activities to be used.

4) The instructional media required to carry out the activities.

5) Evaluation of the students during and after completion of the unit.

In an effort to motivate students in studying about aging, a student questionnaire was developed (see Appendix B). This was done for three reasons. One, the questionnaire was to serve as an introduction to the unit. Two, it was to serve as a pretest and post-test at the beginning and end of the unit. Three, it was designed to stimulate interest and discussion. This researcher was not concerned with developing other specific motivation devices throughout

the rest of the resource unit because the activities were thought to be instrinsically motivating in themselves.

In developing the concepts and student learning objectives of the resource unit, consideration was given to two specific areas: aging and volunteer service. The unit was primarily designed to build an awareness about aging. However, since students were also going to be serving as volunteers at the convalescent center, some attention needed to be given to this area as well. This researcher was greatly influenced by the review of the literature in developing the concepts and student learning objectives of the resource unit. As a result, these concepts and objectives were selected to fit into one of the following seven categories:

1) chronological aging

2) physiological/biological aging

3) social and cultural aspects of aging

4) psychological aspects of aging

5) the community and aging

6) volunteer responsibilities

7) the effects of volunteer service.

The next step in developing the resource unit was to design a variety of activities to develop the concepts of the unit. Most of the activities used in the resource

unit were derived from sources acquired through the review of the literature. Many of the activities were designed to be accomplished within the classroom and involved discussion, artwork, reports, creative writing, simulations, role-playing, listening to resource speakers, watching films, and going on field trips. However, some of the activities were developed to involve students in the community.

While developing the activities of the resource unit, attention needed to be given to the resources required to execute the activities. Two considerations that this researcher made regarding resources were:

1) the availability of needed resources

2) the costs involved in acquiring needed resources

This researcher discovered that most of the needed resources were already available within the school. However, there were some resources that needed to be acquired at the additional expense of the school district. These resources were paperback books on the topic of aging, rental films, food items, swimming goggles, ear plugs, and the human development program entitled Innerchange (Ball, 1974). These additional resources were ordered through the Language Arts Department, to be used the following school year. In addition to ordering these resources, special equipment used by the handicapped to compensate for physical disabilities needed to be acquired. This equipment was to be used

in activities to make students aware of some of the physical
difficulties the elderly can experience due to aging. This
researcher discovered that the convalescent center had
all of the necessary equipment for conducting these activi-
ties and was willing to loan it to the school.

The last step in developing the resource unit was to
decide upon the method of evaluation. In order to determine
the effectiveness of the resource unit, it was important to
evaluate the students while they served as volunteers and
also after their service had terminated. This researcher
decided that students would keep a daily journal of their
experiences at the convalescent center (Appendix C). By
using this approach, it could be determined how effective
the activities of the unit had been in preparing the
students for their volunteer service with the elderly. At
the termination of their service, students were to take a
post-test (the same test as the pretest), publish a book
of creative writings about aging, and complete a question-
naire about their volunteer service experience (see Appendix
G). From these activities, this researcher believed that
it could be ascertained whether the resource unit had had
any significant effect on students' attitudes about aging
or enabling students to become more active members of
their community.

CHAPTER IV

RESULTS OF THE STUDY

The resource unit developed by this researcher contains elements of aging and volunteer service. The unit is organized on flowsheets that are divided into four sections. These sections are concepts, student learning objectives, activities, and instructional media. Each flowsheet contains only one concept followed by one or more student learning objectives. Following each student learning objective are the activities used to develop the concept. The activities for each student learning objective are listed from the top of the flowsheet to the bottom and onto the next flowsheet if necessary. Activities for each new objective begin directly next to that objective. Instructional media for each activity are listed next to the activity. All of the references used to develop specific student learning objectives and activities are cited under each objective and activity.

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Aging is a process in the cycle of human life experienced by all people.	The student will describe feelings about life and death.	1) Reading assignment: "How Death Affects Life" (<u>Innerchange</u> Experience Sheets: $32\text{-}1$ – $32\text{-}4$) 2) Discussion: "When I Was First Told About Death" (<u>Innerchange</u>: 32a) 3) Discussion: "I Remember Someone Who Died" (<u>Innerchange</u>: 32b) 4) Discussion: "The Closest I've Been To Death" (<u>Innerchange</u>: 32c) 5) Art Project: "I See Death This Way" (<u>Innerchange</u>: 32f) 6) Written Report: "Do Others Die Differently?" (<u>Innerchange</u>: 32g)	Handout Library Research

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Aging is a process in the cycle of human life experienced by all people.	The student will consider ideas about the meaning of life, from its beginning to its end.	1) Discussion: "The First Time I Remember Someone Being Born" (Innerchange: 32d) 2) Discussion: "A Time I Felt Brand New" (Innerchange, 32e)	
	The student will recognize that an increasing number of people are living to be more than sixty-five years of age.	1) Survey: Have students take a class poll of the number of grandparents and great grandparents still living. (Handbook: 9) 2) Written Report: Have students discover reasons for why people are living longer today. 3) Listening To Resource Speaker: Have students listen to a medical doctor discuss the aging process. 4) Written assignment/discussion: Have students list the activities that they enjoy most now. In chart form, have students list the activities that they think they will enjoy at 20, 40, and 60 years of age. Discuss reasons for any similarities and differences in their choices of activities. (continued on following page)	Library Research Dr.Doug Leeland Wenatchee Valley Clinic

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Aging is a process in the cycle of human life experienced by all people.	The student will recognize that an increasing number of people are living to be more than sixty-five years of age.	5) Reading and discussion: Have students read "How I Plan To Celebrate My 100th Birthday" by Hugh Downs and discuss the article in class. (See Bibliography) 6) Creative writing: Write a letter to your close friend on your 70th birthday describing how it feels to be 70 years old. 7) Read book/book project: Have students read a book related to the topic of aging and then complete the book project. (See Appendix D and Appendix E)	Handout Book

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging.	The student demonstrates a tendency toward developing a more empathetic and accepting attitude toward other people's difficulties and handicaps.	1) Discussion: "How I Was A Real Help To Someone Who Was Experiencing A Difficulty" (Innerchange: 20c) 2) Written Report: "A Famous Person With A Handicap" (Innerchange: 20f) 3) Simulation: "Try Out A Handicap" (Innerchange: 20g) 4) Reading Assignment: "Handicaps and Limitations" (Innerchange Experience Sheets: 20-1 - 20-5) 5) Film and Discussion: (Peege) 6) Read Book/Book Project: Have students read a book related to the topic of aging and complete a book project. (See Appendix D and Appendix E)	Library Research Playground Handout Film/Film Projector Book

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging.	The student will recognize some of the visual changes that can take place as a person ages. -and- The students show a tendency toward developing a more empathetic and accepting attitude toward other peoples' difficulties and handicaps.	1) Simulation: Paste yellow transparent plastic paper onto the lenses of a set of swimmer's goggles to represent the yellowing of the lens of the eye. Have students take turns wearing the goggles throughout the school day. (Sensitizing: 38) 2) Simulation: Paste strips of black paper on the sides of a pair of swimmer's goggles to demonstrate the left and right obstruction of peripheral vision. Have students take turns wearing the goggles throughout the school day. (Sensitizing: 38) 3) Simulation: Paste strips of black paper in a circle around each eye of a pair of swimmer's goggles to simulate tunnel vision. Have students take turns wearing the goggles throughout the school day. (Sensitizing, 38) 4) Simulation: Paste spots of black paper on a pair of swimmer's goggles to simulate spotted vision. Have students take turns wearing the goggles throughout the day. (Sensitizing:38) (continued on following page)	Swimmer's goggles yellow transparent plastic paper. Swimmer's goggles black construction paper. Swimmer's goggles black construction paper. Swimmer's goggles black construction paper.

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging.	(continued from page 28)	5) Simulation: Have students view the shaking of a slide in a slide projector as it projects on the screen to simulate the inability to control ocular motion. (Sensitizing, 38) 6) Simulation: Totally blacken swimming goggles to simulate blindness. Have students take turns wearing the goggles throughout the school day. (Sensitizing, 39)	Slide projector Slide Swimming goggles and black poster paint.

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging.	The student will recognize some of the changes that occur to the sense of smell as one ages. -and- The student shows a tendency toward developing a more empathetic and accepting attitude toward other peoples' difficulties and handicaps.	1) Simulation: Students will block out their visual and smelling abilities by using a blindfold around their eyes and cotton in their nose. They will then try to identify by smelling the following foods - a) apple vs. potato (foods with similar textures). b) potato chip vs. corn chip. (Sensitizing: 77) 2) Simulation: Students will plug their nostrils with cotton and then describe what they are required to smell. Use a wide variety of smells. (Sensitizing: 84) 3) Simulation: Using a strong odor to mask a variety of other odors, students will describe what they smell. (Sensitizing: 84-85)	Blindfold Cotton Variety of foods Cotton Variety of smells from different items. variety of smells from different items.

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging	The student will recognize the changes in a person's dexterity that can occur as one ages. -and- The student shows a tendency toward developing a more empathetic and accepting attitude toward other peoples' difficulties and handicaps.	1) Simulation: Have students take masking tape and place it around several of their fingers to simulate a missing finger or stiffened joint. Then, have the student do some writing. (Sensitizing: 70) 2) Simulation: Using elastic bandages have the students partially disrupt the functioning of one of their limbs. Have the students then wear the bandages throughout the school day. (Sensitizing:70)	Masking tape Elastic bandage

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging	The student will recognize some of the changes in a person's sense of touch that occur due to aging. -and- The student shows a tendency toward developing a more empathetic and accepting attitude toward other peoples' difficulties and handicaps.	1) Simulation: Have students put on plastic gloves to simulate difficulties in distinguishing water temperatures. (Sensitizing: 61-62) 2) Simulation: Have students apply Numz-It on their fingers and have them touch and grasp objects. (Sensitizing: 62) 3) Wearing a pair of gloves, have students try to tie a show, button a shirt, or buckle a belt. (Sensitizing: 62)	Plastic gloves Hot water bucket/pail Numz-It Gloves

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging	The student will recognize some of the changes that can occur to a person's sense of hearing as one ages. -and- The student shows a tendency toward developing a more empathetic and accepting attitude toward other peoples' difficulties and handicaps.	1) Simulation: Have students insert swimmer's ear plugs and give the students directions on how to accomplish a simple task. (Sensitizing: 52) 2) Simulation: Have two or three students give instructions to another student at the same time. (Sensitizing: 53) 3) Simulation: Have different students with different voice levels read the same passages aloud from behind a screen. (Sensitizing: 53) 4) Simulation: Have a blindfolded student listen to directions given at a fast pace. (Sensitizing: 53)	Swimmer's ear plugs Blindfold

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging.	The students will recognize some of the changes that occur to a person's mobility and balance as one ages. -and- The student shows a tendency toward developing a more empathetic and accepting attitude toward other peoples' difficulties and handicaps.	1) Simulation: Have students attempt to carry a set of packages in their hand while trying to use a walker or a cane. (Sensitizing: 92) 2) Simulation: Have a student sit in a desk chair. Spin the student until he/she is dizzy. Then, ask them to walk in a straight line. (Sensitizing: 92) 3) Simulation: Have students walk in a pair of shoes with heavy sponge rubber pasted to the soles. (Sensitizing: 92) 4) Simulation: Have student lean over for a period of time and then straighten up and attempt to walk in a straight line. (Sensitizing: 92) 5) Simulation: Tie a student to a wheelchair. Have a student attendant demonstrate the following behaviors while wheeling the other student - a) move student with revealing the destination. b) leave the student unattended within earshot, being sure not to respond to any of his/her remarks. c) turn wheelchair quickly and pull back sharply. (Caring Practices: 1,2)	Walker/Cane Office chair Sponge rubber Pair of ill-fitting shoes. Wheelchair Rope

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
All people experience major physical changes as a result of aging	The student will recognize some of the systemic changes that occur as an individual ages.	1) Art project: Have students construct a picture album which illustrates physical changes that occur throughout the life cycle.	Magazines Newspapers Photographs
	The student will deduce that aging can affect the mobility and personal independence of the elderly.	1) Brainstorming: Have students list ways that aging can affect mobility, personal independence, and behavior. 2) Field trip: Have students visit a short-term rehabilitation center. 3) Field trip: Have students visit a convalescent center.	Leavenworth Rehabilitation Center Cashmere Convalescent Center

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Attitudes toward aging are influenced by the society in which one lives.	The student will consider how society helps to form one's attitude toward aging. (Handbook: 15)	1) Art project: Have students make a collage that illustrates the various attitudes about aging that are represented in public media. 2) Survey: Have students survey older adults as to how they feel about aging. Compare their responses to those of people of various ages. (Handbook: 15) 3) View and discuss film (Aging). Discussion	Newspapers Magazines Film/film projector
	The students will identify where the elderly in their community live. (Handbook: 15)	4) Using a map of the community, have students locate the residential areas where the elderly live. Discuss the possible reasons for the elderly's choice of residence. 5) Art project/writing: Have students illustrate or describe the role changes that occur in the life of one member of an American family as the family grows and changes.	Map of students' community

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
One can develop a greater appreciation for individuals of any age.	The student will recognize certain behaviors and attitudes that lead to making friends.	1) Discussion: "One of the Best Times I Ever Had With a Friend" (Innerchange: 9a) 2) Discussion: "How I Made Friends And It Turned Out Well" (Innerchange: 9b) 3) Discussion: "Something I Never Do When I Want To Make Friends With Someone" (Innerchange, 9c) 4) Discussion: "One of the Nicest Things a Friend Ever Did For Me" (Innerchange, 9d) 5) Discussion: "Something Nice That I Did For a Friend" (Innerchange, 9e) 6) Written Report: "Famous Friendships" (Innerchange, 9g) 7) Art project: "Friendship Posters" (Innerchange, 9h) 8) Read book/Book project: Have students read a book related to the topic of aging and then complete a book project. (See Appendix D and Appendix E)	Library Research Mixed art media Book

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
One can develop a greater appreciation for individuals at any age.	The student will recognize that people of all ages need love and a sense of purpose.	1) View and discuss film (Shopping Bag Body) 2) View and discuss film (Man In The Cast Iron Suit) 3) Reading assignment: Have students read Chapter Two, "Your Well-Being" (Sources of Identity: 16-22) 4) Interview: Have students write down five ways people satisfy primary and secondary needs as discussed in "Your Well-Being." Students are to have four or five people list the items in order of importance. Students are to tabulate results and determine whether satisfying primary needs or secondary needs is more important to people interviewed. (Sources of Identity: 25) 5) Read book/Book project: Have students read a book on the topic of aging and complete a book project. (See Appendix D and Appendix E)	Film/film projector Film/film projector Textbook Textbook Book

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Communities provide social services through various organizations.	The student will identify organizations and agencies in their community and the services that each offers.	1) Written assignment: Have students compile a chart listing the agencies and organizations in their community along with the specific services that each offers. Be sure that students recognize which of these organizations and agencies aid the elderly. 2) Listen to resource speaker: Have students listen to a representative from a convalescent center explain the services that the convalescent center provides for its residents. 3) Listen to resource speaker: Have students listen to a representative from the Department of Social and Health Services explain the services provided by that agency. 4) Reading assignment/discussion: Have students read and discuss, "How America Treats Its Elderly." (See Bibliography)	Bill Dronan Cashmere Convalescent Center Representative from Department of Social and Health Services Handout

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Volunteer service requires the fulfillment of specific responsibilities.	The student will consider the behavioral dynamics of getting and giving help.	1) Discussion: "Someone Helped Me When I Needed and Wanted Help" (Innerchange: 8d) 2) Discussion: "How I Helped Someone Who Needed and Wanted My Help" (Innerchange: 8e) 3) Written report: "Famous Helpers In History" (Innerchange, 8h) 4) Written assignment/discussion: "Help" (Innerchange, $8-1$ - $8-4$)	Library Research Handout

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Volunteer service requires the fulfillment of specific responsibilities.	The student will discuss how to responsibly take charge of situations.	1) Discussion: "A Time I Proved I Wasn't Helpless" (Innerchange: 25a) 2) Discussion: "It Was Difficult But I Controlled Myself" (Innerchange, 25c) 3) Discussion: "I Made A Plan And It Worked" (Innerchange: 25d) 4) Discussion: "I Got Up My Courage" (Innerchange: 25e) 5) Reading assignment: "Taking Charge of Me" (Innerchange Experience Sheets: 25-1 – 25-4) 6) Discussion: "A Time I Put Off What I Should Have Done Today" (Innerchange: 25b) 7) Creative writing: "Quotations Can Inspire" (Innerchange: 25g) 8) Role-playing: "The Pony Sale" (Innerchange: 25h)	 Handout

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
Volunteer service requires the fulfillment of specific responsibilities.	Students will recognize specific responsibilities in working at the convalescent center.	1) Training seminar: The students will participate in a training seminar to prepare them for – a) reorientation classes b) exercise classes c) cooking classes (See Appendix F) 2) Volunteer Service: The student will participate in the following activities at the convalescent center – a) reorientation classes b) exercise classes c) cooking classes	

CONCEPTS	STUDENT LEARNING OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MEDIA
One can affect positive change in a community through volunteer service.	The student will consider the possibility of changing the world for the better through the development of an optomistic outlook on life and the use of cooperative skills.	1) Discussion: "I Put Something Off For The Sake of Someone Else" (Innerchange: 41a) 2) Discussion: "A Charity I Contributed To" (Innerchange: 41b) 3) Discussion: "When A Stranger Needed Some Help" (Innerchange: 41c) 4) Discussion: "Where I Think Humankind Is Needed" (Innerchange: 41d) 5) Discussion: "Something I've Done (Or Could Do) To Improve Our World" (Innerchange: 41e) 6) Written report: "These People Did" (Innerchange: 41f) 7) Discussion/Creative writing: "The Rules I'd Like to Live By" (Innerchange: 41g) 8) Written assignment/Discussion: "What Would You Do?" (Innerchange Experience Sheets: 41-^{1} - 41-^{4}) 9) Creative Writing: The students will publish a book of creative writings which reflects their attitudes and feelings toward their service experience and aging.	Library Research Handout

CHAPTER V

SUMMARY OF THE PROJECT

Summary

The initial intent of this project was to develop some
way to enable students to recognize their community respon-
bibilities through the Advisor/Advisee Program at Cashmere
Middle School. In an effort to meet this goal, this re-
searcher focused upon:

1) The needs that existed among the elderly at the

     Cashmere Convalescent Center.

2) Ways of involving students to aid the elderly

     at the convalescent center.

As the project progressed, this researcher realized
through the review of the literature that:

1) Students needed to build a greater awareness of

     the aging process and its effect upon the elderly.

2) Students needed to understand the concept of

     volunteer service and realize its impact upon a

     community.

3) Volunteer service was an excellent means of

     providing a significant learning experience for

     students outside the classroom in an effort to

increase their understanding of aging and to
realize one aspect of community responsibilities.
After completing a review of the literature, this researcher
realized that there existed a profusion of information
related to volunteer service but a scarcity of information
related to curriculum on aging.

At this point in the study, the decision was made to
create a resource unit that would contain activities for
students to build an awareness of aging and volunteer service.
Because the activities were to be conducted in the community
through volunteer service as well as in the classroom, atten-
tion had to be given to constructing a workable volunteer
program as well as including appropriate activities for
use within the classroom.

In order to successfully construct a volunteer program
this researcher:

1) Conducted a needs assessment at the convalescent
center.

2) Reviewed available literature in order to acquire
ideas for the development of the volunteer program.

3) Sought recommendations from the staff at the
convalescent center regarding the volunteer program.

4) Considered how to implement the volunteer program
at Cashmere Middle School.

This information that was acquired through conducting these

steps had a direct influence in the development of the
resource unit.

In developing the activities of the resource unit,
this researcher gave attention to:

1) Ideas for aging and volunteer service for the
   resource unit.

2) Strategies for motivating students to take an
   interest in aging as a topic of study.

3) The specific concepts and student learning
   objectives to be used in the unit.

4) The activities to be used.

5) The instructional media required to carry out
   activities.

6) The evaluation of the students during and after
   completion of the unit.

Conclusions of the Study

The result was the completion of a resource unit
containing activities for use in the classroom and at the
Cashmere Convalescent Center. Though the resource unit
was designed for use in a language arts class, the nature
of the activities enable it to be used in other academic
disciplines at the middle school level. In addition, because
this is a resource unit, it is not necessary for all the

objectives and activities to be utilized. Rather, this
unit was developed to provide a variety of ideas for the
planning, developing, and instruction of a teaching unit
on aging and volunteer service to be used with a particular
group of middle school students in part or in its entirety
at the discretion of the instructor.

Recommendations For Further Study

After its completion, this researcher realized that
the project was focused upon a very specific population
group in our society. Only one to two percent of the
elderly people who live in the United States reside in
convalescent centers. Because of this reality, students
would be exposed to a small group of elderly people who
do not accurately represent the entire population of people
over sixty-five years of age. One danger in concentrating
upon this particular group of elderly people is that it may
distort students' perceptions about aging and the elderly.

Though the initial intent of this project was to
focus upon the elderly at the convalescent center, one way
to circumvent the problem of distorting students' percep-
tions about aging would be to broaden their exposure to a
greater variety of elderly people through volunteer service.
Many elderly people are attempting to live semi-independent

lives in their communities. Because they live within their own homes, they sometimes discover routine tasks becoming increasingly difficult to accomplish. Through volunteer service, students could aid the elderly in their own homes by performing such tasks as:

1) housecleaning

2) yardwork

3) running errands

4) reading

5) writing letters

Widening the scope of volunteer service would expose students to a greater variety of elderly people and their ways of life. From this kind of exposure, students could gain a broader understanding of aging, the elderly, and volunteer service.

In addition to expanding the volunteer program to include a greater range of elderly people in the community, more study needs to be pursued in linking curriculum with the range of needs and problems that exist within the community. Dickson (1979) suggests that the basic problem with developing this type of curriculum is that as students age they are still performing the same type of volunteer service that they were performing at an earlier age. The danger in this practice is that "students are immunized against the possibility of a profounder appreciation of needs, against

a readiness to grapple with more acute dilemmas." (Dickson 1979) The challenge in developing this type of curriculum is to match the needs that exist within the community with the physical, intellectual, and emotional development of the students.

In conclusion, this researcher hopes that through continued investigation and study that other avenues of incorporating curriculum with meeting human needs will be pursued. In addition to building an awareness in students of human needs by combining classroom instruction with volunteer service, one question demands more serious attention. How does one promote altruism within a competitive educational environment? Dickson (Journal of Moral Education, 1979) quotes Herbert Thelen, Professor of Education at the University of Chicago, who states from a publication entitled What It Means To Become Human:

"Humaneness is transmitted through its exercise, and in no other way. . .The notion that the quest for "intellectual excellence" is for the school, whilst "character training" is for the Boy Scouts must be recognized as an arrogant fraud. . .Within the competition of children with each other for scarce rewards there is little room for compassion. Let them compete in helping each other, in

furthering the excitement and beauty of the

experience of the class, in helping each

other grow and develop his powers."

Endeavoring to link curriculum with the meeting of
human needs through volunteer service may bring educators
closer to reaching the goal of humanizing humanity.

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APPENDIX A

(See Page 16)

CASHMERE CONVALESCENT CENTER

ASSESSMENT OF NEEDS: STUDENT VOLUNTEERS

        The purpose of this appraisal is to identify the needs
existing at the convalescent center that individual students
could aid in meeting. The information provided will be used
in planning the orientation and training to prepare indivi-
dual students for volunteer service.

_____

Need_____

Planned Duties_____

_____

Necessary Skills_____

_____

Training Required_____

_____

Minimum Time Commitment_____

_____

Degree of Supervision_____

_____

Number of students Needed_____

_____

Additional Information_____

_____

_____

_____

_____

APPENDIX B

STUDENT QUESTIONNAIRE

AGING

For each of the statements below, circle "T" if the statement is true and "F" if the statement is false.

T F 1. "Old people are pretty much the same."

T F 2. "Few people are socially isolated just because they are old."

T F 3. "Most retired people just sit and watch life pass them by."

T F 4. "When people get old, they become more fault-finding, irritable, and demanding."

T F 5. "Old people are set in their ways. They resist change and are unable to adapt to new situations."

T F 6. "Most old people become senile--they can't concentrate, have a short attention span, lose their memories, and act odd."

T F 7. "Old people are neglected by their families."

T F 8. "You are never too old to fall in love and get married."

T F 9. "Old people should retire. They've lost their skills and can't do a decent job."

T F 10. "Some old people get sick but few are in nursing homes."

T F 11. "Old people have plenty of spare time on their hands."

APPENDIX C

WHAT IS A JOURNAL?

A mirror that reflects ones
    thoughts. . .
                    ideas. . .
                            feelings.

When writing the journal, include the following topics
in each daily entry.

Describe the situation when meeting with the
individual being served.

    How was the volunteer greeted?
    How did the individual in the convalescent
    center appear?

Describe the events of meeting together.

    What was the content of the conversation?
    In what kind of activities did the volunteer
    and the individual participate?

Describe any reactions to the experience.

    Feelings during the time of being together.
    Thoughts that were being experienced.

What was learned from the experience?

    Any insights about self? The elderly?

APPENDIX D

(See Pages 27, 28, 38)

APPENDIX E

(See Pages 27, 28, 38)

BOOK PROJECT IDEAS

1. Share one character in the book with the class. Try
    to make them want to learn about the character.
    (Helping: 283)

2) Pretend you are one of the characters in the book.
    Describe yourself and tell one or two things you do
    in the story. If others have already read the book,
    ask them to guess who you are. (Helping: 283)

3. Tell how you would have done something differently
    than the way a person in the story did it. (Helping: 283)

4. Prepare and present a T.V. commercial of your book.
    Try to interest others in "buying" your book. (Helping:
    283).

5. Pretend you are the author of the book and you are
    trying to get someone to publish it. Tell the
    "publishing staff" (your class) why it would be a
    good book to publish. Let them ask questions.
    (Helping: 283)

6. Pretend you are a character in the book you have read.
    Find someone who will pretend he is a character in
    a different book he has read. Carry on in front of the
    class a conversation between the two characters.
    You might tell each other about some of your adventures
    or about some of the people you know (those who were
    described in the books). (Helping: 285)

7. Write an advertisement for the book you have read.
    Put the ad on the bulletin board. Be sure to tell
    where the book may be found and a few things about
    why it's a "marvelous" book. (Helping: 285)

8. Write a letter to a friend and try to persuade him or
    her to read the book you just read. (Helping: 285)

9. Write a pretend letter to a character in the book. Tell
    him how his life is the same or different from yours.
    (Helping: 285)

10. Make a short diary for one of the characters in the
    book. Describe three or four days as if you were the
    person in the book. (Helping: 285)

11.   Pretend you are one of the characters in the book.
      Write a letter to another character in the book.
      (Helping: 286)

12.   Write about the character in the story that you would
      most like to have for a friend. Tell why he would
      be a good friend. Also write about the character
      that you would not like to have for a friend.
      Tell why. (Helping: 286)

13.   Pick two characters from the story. Write about
      how they were alike and how they were different.

APPENDIX F

VOLUNTEER SERVICE ACTIVITIES

The following is a description of the activities that student volunteers will be engaged in at the convalescent center.

Reality Orientation Sessions

    The purpose of the sessions is to help reorient the elderly to time, person, and place. Students will facilitate these sessions.

Exercise Program

    The purpose of the exercise program is to aid the elderly to maintain and improve their psycho-motor skills. Students will help in assisting the elderly to work through specific exercises in a group exercise class.

Cooking Class

    The purpose of the cooking class is to help break up the feeling of being in a structured, institutional environment. Students will assist the elderly throughout the class.

    All of the above activities will be conducted under the supervision of qualified staff members at the convalescent center. Students will also receive adequate training to prepare them for participation in each of these activities.

APPENDIX G

STUDENT EVALUATION OF VOLUNTEER PROGRAM

What value do you see in volunteer service?

How has it helped you mature as a person?

What did you enjoy doing most?   Least?   Explain.

What value did you see in keeping your journal?

What suggestions do you have for improving this program for
the next group?

Would you consider continuing volunteer work on your own?