



Our Living Libraries

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This curriculum unit is recommended for:
Social Studies and Literacy/ Grade 5

Keywords: (Intergenerational Relationship, Aging)

Teaching Standards: [Appendix 1: Teaching Standards](#) for teaching standards addressed in this unit.

Synopsis: This unit is about building intergenerational connections between older and younger people. Students will learn to appreciate the opportunities of having older adults in their lives in a place where they spend most of their time; the school building. The educational setting (Pre-k, elementary, middle, or high school) is an appropriate environment for students to understand the purpose of building relationships with older adults. The aspect of a living library is what I am hoping the young people will be able to grasp and have an inspirational connection. This partnership would benefit both older and younger people as they learn to communicate, have quality conversations which will allow young people the realization that older adults can bring joy, wisdom, life stories, and the importance of speaking up and advocating for oneself. The living libraries comprised of the older adult partners will span throughout the school year, not just for the 100th Day of School, but their presence will demonstrate that older adults are here as active members of our community with stories and viewpoints to share.

I plan to teach this unit during the coming year to 40 students in Social Studies and Literacy for grade 5

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Title: Our Living Libraries

“When you lose an elder, you lose a library” African Proverb

Our elders, seniors, senior citizens, the aging population, older adults; whichever name you give to them, they are one of the most powerful resources we have on the Earth. Some would say that with age comes knowledge, others would use the term wisdom, and others may use the phrase of freedom to speak one's mind. One thing is for sure, we can all agree that age brings something we seek. It is two-fold though, isn't it? We want to get older, but we do not want to get “old,” but we want the “freedoms” that come with reaching a new age, but we do not want to age. The dilemma here is rooted in how we perceive aging. From a survey I conducted in October of 2024, the results confirm that the younger generation associates age with limited activity. The results also confirm that older adults believe they are positive influences with a library of knowledge, or they intend to be that way.

According to the National Library of Medicine; National Center for Biotechnology Information, the term aging is defined as, “...the time-related of the physiological functions necessary for survival and reproduction.” Although it is true that during the growing process our bodily functions change. They change as we enter puberty for both males and females to complete menopause in women. However, this definition does not consider multiple other aspects, even social experiences, that will play an important part in aging. In looking at this definition, becoming wrinkled and hunched back has nothing to do with aging. Using this definition, aging can occur at various stages in life. As adults, we can learn to put aside the way someone looks to describe them as aging. If we go by the aforementioned definition, aging would have more to do with bodily functions rather than physical appearance.

What is Ageism? The term was created by Dr. Robert N. Butler, a Gerontologist and Psychiatrist who dedicated his life to advocating for the needs and rights of older adults. In one of his publications from Columbia University, he is recognized for initiating the term in 1968 making it clear to the nation that there was a form of discrimination. Butler said, “by the parallel to sexism and racism in terms of negative attitudes toward age. ‘You know, it’s really an outrage,’ ... ‘It’s like racism, it’s ageism!’” Ageism targets older adults. It’s a mechanism like other “isms” which has a goal of separating a group of people without knowledge of their character, abilities, or the education and knowledge they possess. The nation has observed various forms of discrimination through: Race, Sex, Religion, and Economics just to mention a few. Continued protests have occurred to change those practices and laws have been created to support groups against these types of discrimination. However, Ageism is the one form of discrimination that seems socially accepted. We all know that we age every year with a new birthday. When does the table change from being excited to add another year of getting older, yelling your age in affirmation, and being celebrated in enjoyment to being insulted by being asked your age and the celebration is, “You’re getting up there!” with raised eyebrows? How can getting older and making it to the stage of being an older adult be revered, celebrated for the knowledge and the stories that need to be heard? Learning from our older adults who have had many birthdays,

milestones, and a plethora of stories to tell. Our older adults are a library of information, which is a source not tapped into particularly among younger people.

Rationale

After beginning this course and learning more about the term ageism and the stigma that surrounds getting older, I decided to conduct an informal survey to get a grasp of what my circle knows about ageism, what their beliefs are and how they feel about ageism. I collected data from: colleagues, sorority sisters, my 45+ women's group, and family members. The survey answered some of my questions and brought great conversations about the different groups. It strengthened my "why" of how important it is to counter ageism at a young age and being an elementary school teacher, it's kind of my job if we want the community to value getting older, respect the process of getting older and build a relationship with those who are already older adults.

In this unit students will build a relationship with their family members who are older adults. They will make concerted efforts to talk with them, get to know them, and hopefully realize that they are a wealth of knowledge even if it is outside of the "school smarts" setting. I work with a population of students and families that are immigrants to the United States of America. I, too, am an immigrant being born in Jamaica W.I., my parents were 42 and 43 years older than me. They did not have much formal education beyond middle school. My mother was a seamstress and nurse's aide, my father was a carpenter by trade and bartender at a posh restaurant in the Upper Eastside of Manhattan, New York. Like most of my students, my parents came to this country for a better life for themselves in addition to creating more opportunities for their children. Most of my students fall within the same category with a few exceptions, for example, those families where education means laboring or working with your hands. This is my third year at my current school. Something I have realized is there are a few families from rural communities in their homeland that do not necessarily fully understand the benefits of formal education. In their country their children would attend school partially, more time would be spent on the farms. In building the relationship among older and young family members, the students will develop respect and embrace the nuggets of wisdom, stories and knowledge older adults will share.

School demographics & students to whom you will teach your Curriculum

My building has a student population of 582. Students come with Adverse Childhood Experiences that lead to traumatic situations. It is a transient population where we lose and receive students throughout the year, particularly during the winter months. For each grade level we receive students who are non-English speakers. Our student body representation is 48.9% economically disadvantaged households with 37.4% at incoming student readiness. The 2023 rating for my school is D in Science- about 53% at proficiency and 37% at career and college readiness. Math- about 35% at proficiency and 20% at career and college readiness. We are F in reading- about 18% at grade level proficiency and 8% career and college readiness. The student body is 36.4% at English Learner proficiency. The students I will teach are from many backgrounds and from all over the globe. My students are from various countries on the

continents of Africa, Asia, and Europe, the Caribbean, South and Central America with very few students whose families are originally from the United States. At my school there are over 30 languages spoken and this year alone, my students speak: English, Farsi, Spanish, Swahili, and Vietnamese. My school is considered transient, which means the student population is temporary in many cases. Each year we can expect a few students to arrive in the United States, register at our school, will be enrolled for a few months, then transfer to a new school or in some cases, return to their homeland. On occasion, the students re-enroll after returning to the country. Their home lifestyle mostly includes extended families and multiple families and friends living in the same home. A lot of my students are already privy to life that is intergenerational because of their living arrangements. They are in daily contact with older adults who are at their disposal.

Objectives

Through this unit, the goal is for students to gain an understanding and appreciation for our older adults through effectively communicating with them, having continued discussions, and sharing out what they've learned in general and any similarities they may share. Students will gain a library of knowledge about their family's history and a library of knowledge as they continue working with older adults in their lives. I have talked about connecting with retired teachers not only for you as an educator to learn more about a community member, but it opens doors for more possible volunteers. This would help with students who do not have access to an older adult in their family. Students will have time to make connections and make friends during this unit. An unlikely friend and one they can learn from and be introduced to innovative ideas and stories about life. A concept resonated with me while watching Ashton Applewhite during a panel discussion. Applewhite is an Anti-ageism activist and writer. She was one of four panelists during a conference on Ending Ageism. She stated the importance of how we can do simple things to help end this form of discrimination and curb biases. One thing she said that can be done immediately with this unit is to build a community. Applewhite stated that, "Making a significantly older and younger friend is itself a really powerful anti-ageist act." <https://www.youtube.com/watch?v=NrVvONbl3QE>

Applewhite highly encouraged the idea of challenging student's thinking to build a community rather than having an individualist approach and using terms like older and younger, so it is more inclusive. That statement was important for me because, I learned during my Ageism Awareness Day activities that my fifth grade students already have their own biases, *"...their grandparents were not old, because their grandparents were activity with them, but the images in the Google Slide were made up, because (with the exception of their grands) every other gray haired person was old and Immobile..."* I noticed that my students had already created a divide of "my grandparent vs all the other grandparents" Because my students lived with or had access to older adults who are active, they made an exception for them by stating definitively, "My grandma/grandpa is not old. We go shopping, he plays soccer..." Their responses during that activity made it evident that a philosophy of a community of older and young people was important for this unit to be a success for both the younger and older participants.

Another goal is for students to practice their listening and public speaking skills as they present their findings from interviews, connections they make among our literature reading, and class discussions. Students will learn to have high quality conversations with an emphasis on listening. As educators, we must practice what we preach by teaching students the expectation of having a conversation in which they are listening to the speaker. If we are listening, our questions will be high quality, allowing the participants to be actively engaged.

Content Research

What are old people for? In a description written by Dr. William H. Thomas, “The old way of seeing old age as a time of relentless decline, ignores the value of the last half of life...old age may be difficult but there is plenty of good in it as well.” Our living libraries have a lot of good in them to share with young people as we begin the decline of seeing them as a far off and untouchable reality. They have a purpose and energy to share with the world. Our older adults can make it possible for young people to see their value in society as they come into our elementary schools, listen, talk with, and encourage them to do their best.

According to the book Ageism Unmasked: Exploring Age Bias and How To End It page 102 states that “Children internalize negative stereotypes well before they can understand their relevance. This means that we develop fears of getting old and can start to dislike and distrust older people from a very young age. Ageism is not innate; it is learned.” What a prolific frame of words that ageism is taught whether explicit or implicit and of course, by adults who categorize the age of individuals. We see someone, find out their age, then judge them based on our preconceived notions. Whether aloud or in our heads: “Oh he/she looks great for that age, or My they look so old.” We never stop to think that maybe it’s not age that helps a person look a certain way, but it could just be a lifestyle or to be blunt, it could be genetic. However, whether genetic or not, the act of judging and making assumptions about a way a person should behave and/or look at a certain point in their life is poor judgment. As an outsider we are not privy to life causes that may keep a person agile versus what causes what may have caused a decline in health. As adults, we create the biases that young people believe about older adults. However, as teachers, it is important for us to shift this behavior of students in hopes of shifting the narrative that older adults are associated with negative behaviors which do not benefit the younger people. Introducing students to older adults to help build the wealth of a living library at their exposal will help shatter the negative thoughts and words at an earlier age. If students connect with older adults, it will bring new information and knowledge for them. Give them positive adults to talk to and make connections with. It will help both the students and the older adult whether family members or community members build a sense of pride to teach and to be taught.

As adults and particularly as their teachers, we have a duty to educate them on topics that they will indulge in without understanding that it’s offensive to others, even their own family members. Within this unit, I am encouraged that if followed, this unit will inspire a shift in how

older adults are viewed and treated. I am enthusiastic that educators that use this curriculum will be influenced to change their speech, their vocabulary, their mindset, which ultimately will have a positive impact across multiple classrooms. Younger people will see older adults as a living library that they can learn from.

In Making The Case for Intergenerational Programs 2021 Fact Sheet states that Intergenerational Programs can benefit everyone including Pre-school students to other older adults. "...unite younger and older generations to enrich participants' lives and help address vital social and community issues." The fact sheet breaks down the positive effects that have occurred from across ages. Two things that I noticed across the generations were how connecting the generations improves empathy and self-awareness. These are factors teachers want for their students. Throughout the school year, empathy lessons are taught; classes do role-play scenarios and refer to understanding someone else's perspective continuously. Having older adults as partners in elementary education settings would aid in supporting empathy. Students engaging with older adults will see them as partners and hopefully friends as they build their relationship. Stories can be shared about social occurrences that are relevant to them both.

Self-awareness is another benefit that was mentioned across the fact sheet regarding intergenerational programs and partnerships. This includes having knowledge and judgment of oneself. Whether children or adults, individuals can lack self-awareness and self-esteem which can bring negative biases about individuals or groups of people. By bringing in older adults to aid in building intergenerational experiences, this will help combat bad behaviors among elementary age students. Including volunteers to mentor, tutor and build relationships to create and encourage those areas of weakness that teachers revisit and reteach throughout the school year. A major component of intergenerational programs is preparing for appropriate and quality conversations. In an article by Kendra Cherry in Very Well Mind Generativity vs Stagnation in Psychosocial Development the 7th of Erikson's 8 Stages of Psychosocial Development, I learned about the concept of Generativity or making your mark on the world by caring for others as well through creating accomplishing things that make the world a better place. This is important for volunteers and mentors to grasp. This will help the older generation see their benefits and understand that society and starting with our elementary students can benefit from their knowledge. Their "toolbox" is filled with experiences that will inspire young people which will in turn uplift our community; younger and older adults collectively contribute to our surroundings.

How Can We Help?

Our students and children watch what we do and listen to our words negative and positive. It's imperative that as we explore ways throughout the school year how to show respect to others based on race, gender, class, and culture, we must also be respectful for all ages, particularly our older adults. If we can help ourselves to understand that functionality and

chronology are connected but not necessarily synonymous, then we can help our younger generation as well. It is not just age but life factors that influence health, well-being and outer appearance. We cannot judge someone as old in a negative manner because they look a certain way. Introducing students to the term along with other “isms” and how we can work toward countering those stereotypes will help build the respect that everyone deserves.

Teaching, practicing, and encouraging high quality conversations will help to build the community of older and younger participants. Students will practice speaking with older adults to make the best use of their time together. In the book *Communication Disability in Aging*. Delmar, p. 12 by L. Worrall and L. Hickson states a few reasons why communicating with older adults is important. Some of the reasons given are that communication makes friendships, establishes social networking, promotes their well-being, and it relieves loneliness and depression. These things are true for older adults and for helping young people. Both groups of people can enjoy the time spent together while countering the emotions that may come with not having someone in their immediate circle to engage with. Both groups will have opportunities to help each other.

Elizabeth White was a panelist at the American Society On Aging Conference on the topic of “Ending Ageism and Ableism Together, a call to action,” March 27-30, 2023. <https://www.youtube.com/watch?v=NrVvONbl3QE>. White stated that we have, “A practice muscle at addressing “isms”. She went on to express that we are aware when we see a lack of diversity, it is noticed, and we have called it out over the years or whenever it’s noticed. The same needs to happen with discrimination or the elimination of an age group. As adults we can follow the same slogan of *If you see something, Say something*. Older adults should be admitted or present where decisions are being made, particularly because we are all aging and will continue to age and become older adults in the future. White also stated that statistics say by the year 2030, there will be more Americans that are over the age of 65 than those who will be under the age of 18 years old. This sums up why it is essential for our younger generation and our older adults to secure an intergenerational connection.

Something else that this unit aims to do is not necessarily call out the school administration’s policy or even the school district’s policy whether they intentionally include older adults or not. But this unit aims to follow a “Call-in” policy, one educator, one grade level, one school building at a time. Targeting the call-in of older adults to bring their stories, their knowledge, their experiences into the building and show the younger people that they possess something relevant to the growing nation. Their library is worth sharing to increase empathy, awareness, and communication. After all, the younger generation will become them one day and would want to be treated respectfully, and to be appreciated.

An effortless way to introduce respect for our older adults and acquire positive attention towards being age-free is to display images of older adults around the classroom and even in the hallways. Older adults are part of the community. Children should see all ages of older adults in the same areas of the school. Oftentimes in schools, images are only young, which is great to make the connection with the academic age that makes up the school environment. Just as we display images of custodial staff, kitchen staff, nurses, and counselors, we should similarly display the natural progression of this thing called getting older, because we will all get there, hopefully. One member of my cohort mentioned a Centenarian of the month displayed in the classroom. Perhaps even posting them on your hallway bulletin board would be an excellent indirect influence on passersby.

Unpacking Negative Experiences

I read a passage from a book entitled, Hidden in Plain Sight: The Problem of Ageism in Public School by Gloria Holmes. As a teacher you may be thinking of not another thing the public-school teachers are responsible for doing. Do not take it personally, as a finger pointing at where the ball was dropped yet again by our hands. However, as I continued to read on with an open mind and unbiased lens, I found that I agree with a few of the points made. For example, "...Teachers have a responsibility to interrupt ageist thinking, and correct any misguided notions." and "...make connections to students being healthy, exercising, to have longevity." I do relate this to students about something as easy as sitting up tall to maintain correct posture. I make a connection between my own experience. My father who was a bodybuilder, who won Mr. Physique in Jamaica 1962, and continued to eat healthy and exercise into his 80's was in better physical shape than my mother. My mother loved desserts; she baked regularly, did not eat in a healthy way, nor exercise much. She did not sit erect but often sat with a round back. Although they were both active in their late 70's, my mother suffered more ailments than my father did.

I must say that I agree this is another item on our plate as educators, however, students spend a vast amount of time in school. It is a wonderful time to help them dispel any prejudices they have acquired over their young years of 10 and 11 years old. Elementary school age students is the onset of correcting misconceptions about school, teachers, police officers, racism, sexism, why not add in an overlooked, implicit bias- ageism. I know it is difficult for a 5th grader and perhaps most young people to foresee, but the idea is we will continue to live until our vital signs come to an end. It is important for students to know that what we do when we are young will have a positive or negative effect on our body and our appearance. Exercising, eating healthily, and practicing good posture could help as we grow older.

Instructional Implementation

How the topic idea connects with students' lives

We are still learning, no matter the age. One of the implementations is for both groups: older and younger friends will keep a journal. The expectation is for them to journal no matter how small. They will journal any facts, feelings, emotions, aha moments that occur. Journal entries can be both written and sketched. Have high quality conversations with active listening.

Students will be able to do the same with older individuals within their family and outside of their families. They will use public speaking skills, technology, and social skills during the unit. Students have people in their family of varying ages but, perhaps they do not spend much time with older adults and are not appreciative of their stories of family history and/or the older adult's everyday knowledge. This will give students a time and place to share what they're learning, learn from their personal connection with their older adult, and continue to build that appreciation for our older generation.

Through this unit, my students will be able to make connections with their elders both in Their family and others they may encounter daily. They will develop an appreciation for our older adults and realize that their knowledge reaches beyond the classroom walls. And that is okay! Older adults are everywhere we go they are driving in the car next to us, sitting on the subway train with us, eating at the same restaurant, at the same barbershop and hair salon, in line with us at the supermarket, and the list goes on and on. My students are constantly seeing older adults whether part of their immediate family members in the home or while out and about their daily routines. Learning ways to interact and socialize with older adults is important and needs to be universal. Students should be able to connect with them, not be afraid of them, or not be dismissive of them. I want my students to be aware that we will all become older adults and it's important to treat people the way you want to be treated. I want my students to be welcoming and accepting of them. Older adults are people they can learn from as long as they are willing to learn.

Connections to other subjects

Other subjects that will connect to this unit include Math and Social Studies. I will use math as we discuss age differences and solve those differences through subtraction and fractions, which are large units in grade 5 math. We will also do physical exercises (including breathing) in groups of 10 throughout the day to complete 100 physical activities. The unit unconditionally connects to Social Studies. Particularly, because students are conversing, interviewing, and presenting findings of their elders in the family. Historical content comes with that and making connections between the stories we will read will help them.

General teaching strategies

The teacher will collect all permissions for photo/video release in addition to parent opt-in forms. Only students with those forms may participate as there will be videos and photographs taken throughout teaching this curriculum unit.

Create a Driving Question Board for your classroom. Have students refer to the board at the beginning and closing of each lesson. Students will be given composition notebooks cut into half, which can be done by asking Home Depot or Lowes for help. They take the journal with them daily to keep little nuggets of information throughout the year.

Journals	<p>Students will use a designated notebook for journal entries. They will write reflections, and/or questions they may have about activities and visits with their older adult partners. In their journals, they may also create illustrations to go along with their entries.</p> <p>They are expected to have at least 5 journal entries by the end of the unit.</p>
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Lesson Plans

Target Lesson	I can interview my Grandparents and make connections with them
Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Generativity
Carrying Out Lesson	<p>To begin your unit, start with Grandparents Day which occurs at the beginning of the school year. Grandparents Day is the first Sunday after Labor Day in September. Prepare for Grandparents' Day, incite conversation about what students do with their grandparents. Differentiate and keep things equitable, ask students about spending time with the older person in their home or family. Use chart paper to write responses that students give about their grandparents. Review the list then introduce the story</p> <p>"Old To Joy" by Anita Crawford Clark</p> <ul style="list-style-type: none"> • Take a picture walk to preview what the story will be about • Read the story aloud <p>Have students complete homework interviews the weekend after Labor Day. Upon return</p> <ul style="list-style-type: none"> • Have students present interesting facts they found out from their interview • Draw on any connections across the classroom • Display their completed interview questionnaire on the bulletin board
Closing Lesson	<ul style="list-style-type: none"> • Give out interview questions and review with students • Answer any clarifying questions
Driving Question Board (DQB)	What is something you learned about your grandparents?

Target Lesson	What can we learn when we include an Older Adult into the classroom? Later September
Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Quilt Tradition
Carrying Out Lesson	<p>Today you will have students listen to a story of a grandmother who goes to her granddaughter's classroom for a show and tell activity Have students listen to the story as Tricia Elam Walker Reads "Nana Akua Goes to School" video https://www.youtube.com/watch?v=vzEcgFzhQy8</p> <p>Add any Noticings or Wonderings from the story to our concept board Responses might include</p> <ul style="list-style-type: none"> • Students were in a classroom • Zora's grandmother is from another country • Why do they put markings on their face from her country? • I wonder why Zora was embarrassed about her family • Will Zora put markings on her face to honor her grandmother?
Closing Lesson	Draw or write to show what the students learned from Nana Akua
Driving Question Board (DQB)	Students can add a question to the Driving Question Board if they have one

Target Lesson	Ageism Awareness Day (2 days) early October
Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Ageism Awareness Discrimination Prejudice Older Adult
Carrying Out Lesson	<p>Introduce the concept of Ageism on the google slide deck to discuss the vocabulary. Ask students if they think the photos are of real people. Responses might be...</p> <ul style="list-style-type: none"> ● Fake or photoshopped ● They look too old to do the things in the image ● My grandparents can/can't do those activities in the image <p>Ask students "At what age do they consider someone old?" Responses might be...</p> <ul style="list-style-type: none"> ● 40 ● 50 ● 70 <p>On chart paper write what things students like to do, list them on the chart. Tell students to stand, push in their chairs, and spread out. Have students do the following activity, allow 15 seconds for each</p> <ul style="list-style-type: none"> ● Show me how old people walk ● How do old people eat? ● How do old people dance? <p>Refer to the student's list and have students demonstrate a few of the activities as an old person. Have students use a Post It to respond to the Driving Question Board.</p> <p>Show students the video of "Millennials Show Us What Old Looks Like" https://www.youtube.com/watch?v=IYdNjrUs4NM</p> <p>Create a Notice and Wonder T-chart for students to complete during the video</p> <p>Give extra time if needed to replay video</p> <p>Have students compare and contrast their Notice and Wonder sheet with their table mates</p> <p>Ask if there are any similarities in the video to our class list</p>

	<p>Have students discuss what the participants learned about older adults from the video</p> <p>Responses might include...</p> <ul style="list-style-type: none"> • Old people (Older Adults) can do a lot of things • They can do the same things younger people can do • Older adults are active • Young people can learn things from older people • Older people can be fun
Closing Lesson	What did you learn about older adults from the video? Are there any connections they can make in their own lives?
Driving Question Board (DQB)	<p>Review the responses from the board. Is there a question that can be answered from our DQB</p> <p>Work with your table mates to add a question to our driving question board?</p>

Target Lesson	What types of careers do older adults have? Career Day (2 days)
Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Career
Carrying Out Lesson	<p>Today, we will read a story entitled, “The Lobster Lady: Maine’s 103 year old Legend” by Barbara A. Walsh</p> <p>Teacher will introduce the word “Career”. Ask students, “What type of career they’d like to have when they are an adult?”</p> <p>On chart paper, list student responses</p> <p>Ask, “Is there a job on the chart that an older adult could not do?” Turn and Talk (TT) with their table mates</p> <p>Responses might include</p> <ul style="list-style-type: none"> ● Military ● Lawyer ● Dancer ● Soccer Player ● Construction Worker <p>Take a picture through the book</p> <p>Have students talk about what job the main character has</p> <p>Read the story</p> <p>Write Noticing or Wondering as the text is being read</p> <p>Career Day</p> <p>Give students Career Day Worksheet</p> <p>After Career Day, ask students if they noticed any older adults presenting for career day.</p>
Closing Lesson	What do you notice about the jobs during Career Day? How were older adults behaving? What did you realize?
Driving Question Board (DQB)	After Career Day, ask students what types of careers did they notice older adults were doing? Were they surprised? Tell me why.
Target Lesson	Captain Sir Tom Moore: One Hundred Steps 100th Day of School

Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Centenarian Century
Carrying Out Lesson	<p>Students will listen to a read aloud of the story https://youtu.be/sT5I8INtx5o?si=eOnuMBOi9QPVKBx</p> <p>Students will add their noticing and wondering to the chart.</p> <p>Preparation leading up to the 100th day of school</p> <p>Along with the Climate and Culture task force, we share that we are asking each special teacher to create a lesson around the 100th day of school. Share that we are asking each teacher to use non-judgmental means of celebrating the 100th day of school. This year we will not dress up as a stereotypical “OLD” person. This act is negative, ageist, demeans and generalizes the older adults in our community.</p> <p>Once there is buy-in from the task force, meet with your administrative team to discuss your plan. Ask your admin team for a time slot during the staff meeting to present the change that will take place this year for the 100th day. Have staff members fill out a survey on the spot. If possible, try to get older adults to actually come in and demonstrate activities that are on the survey (mimic the Millennials Show What Old Looks Like)</p> <p>Discuss what they learned, where do they think they got those ideas from about the way they performed each activity</p> <p>Talk about why we are proposing this new change in how we recognize older people and how the older generation should be viewed as individuals, not in a general and prejudicial manner</p> <p>Supply a list of 100 day activities for PreK-2nd and 3rd-5th</p> <p>Throughout the day during each curricular area, teachers can use the activities to input 100 in different areas</p> <p>Collaborate with the special area teachers</p> <ul style="list-style-type: none"> ● P.E. teacher to perform physical activities that include 100 movements ● Music teacher to count beats or other exercises they may have ● Media to read books ● Farm (or other special area class) to create ways that involve 100 ● Art to create an exercise if they're choosing
Closing	What was the most interesting part of the 100th day of school?

Lesson	
Target Lesson	Is there a time when someone is too old to learn new things? Read Across America Day
Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Freedom Segregation Civil Rights
Carrying Out Lesson	<p>Ask students the Target Lesson questions to elicit responses</p> <p>Take a picture walk through the book BUT NOT the last page of the story</p> <p>Ask students what goals they may have to learn something they do not know how to do yet. Create list on chart paper</p> <p>Read the story</p> <p>The Oldest Student: How Mary Walker Learned To Read</p> <p>Allow students time to make connections to the story</p> <p>Responses might include</p> <ul style="list-style-type: none"> • We have a library just like in the book • Is it the same Civil Rights like Dr. Martin Luther King? • My family goes to church on Sundays • Sometimes school is hard for me too <p>After reading the text as students to create a consensus with their table mates about our Anchoring Phenomenon</p>
Closing Lesson	Is it impossible for an older adult to learn something new? Why or why not?

Target Lesson	I can work with an older adult to complete activities during Field Day
Anchoring Phenomenon	What happens when we include our Living Librarians?
Vocabulary	Bias Confidence Determination
Carrying Out Lesson	<p>Before field day, invite older adults cleared to volunteer to help with activities for field trip stations.</p> <p>Begin Field Day by reviewing the youtube video “Millennials Show Us What Old Looks Like” https://www.youtube.com/watch?v=IYdNjrUs4NM</p> <p>Introduce the concept of how framing our thoughts. Have students use a sheet of lined paper, they will fold the into fourths. Have them number each part in the corners: 1, 2, 3, 4. They will answer each section according to the image of</p> <ul style="list-style-type: none"> • What’s your impression of what is going on in the picture on the right? • For section #4, have students tell about any biases they had from the first image and explain how your bias has changed <p>https://uncc.instructure.com/courses/229644/files/26158863?module_item_id=6419372</p> <p>Ask students, “Are we able to answer any questions from our DQB? Review questions with students, then answer any questions the students may choose.</p> <p>Pre-reading- find Punjab, India on the map. Ask students what they may know about the Indian culture</p> <p>Students will follow story https://youtu.be/QTXTy6k2-jE?si=YojEdHah8d2TVMOp</p> <p>Make connections with our story of Wilma Rudolph. Discuss the similarities and differences of the main characters in both stories. Why are we reading this story today? How can we show determination like Wilma Rudolph and Fauja Singh?</p> <p>How does the story of Fauja Singh Keeps Going add to our Anchoring Phenomenon?</p>

Closing Lesson	What did you learn about making goals? Turn and Talk (TT)
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Formal Assessment

Performance Task for end of the unit

“When you lose an elder, you lose a library”

-African Proverb

How can you use what you have experienced with an older adult partner to explain why the quote written above is accurate, or true?

Be sure to tell how you felt before starting the unit and what your feelings and thoughts are now. In your explanation you may use the activities we have done, the books read in class, conversations, and time you have spent with an older partner. Please use your journal entries to help gather your thoughts. You must give at least three (3) reasons to support your statement. In your reasons, tell at least one (1) thing you have learned from your older adult partner.

You may add drawings to your response.

Before interacting with my older adult partner, I...

After interacting with my older adult partner, I...

NAME _____  DATE _____

Living Library Student Performance Task Rubric

“When you lose an elder, you lose a library” -African Proverb				
Criteria (SL5.1) Engage effectively in a range of collaborative discussions one on one or in a group with diverse partners on grade 5 topics and texts building on other’s ideas and expressing their own clearly.	Exemplary Mastery 50	Mastery 47	Progressing 39	Developing 24
Student explains why the quote is true by using details to give at least three examples from classroom activities and/or activities they have done outside of the school setting.	Can explain why the quote is true using at least three (3) activities during the unit. They use images and/or sentences in their explanation	Can explain why the quote is true using at least two (2) activities during the unit. They use images and/or sentences in their explanation	Can explain why the quote is true using at least two (2) activities during the unit. They use minimal sentences or images in the explanation.	Can explain why the quote is true using at one (1) activity during the unit. They use minimal sentences or images in the explanation.
Student describes at least one learning experience they have had with an older adult partner. Details are clear about what they learned.	Complete written response and/or image showing and explaining what they learned.	Complete image showing what they learned.	Incomplete written response with no image of what they learned.	Did not complete a written response and/or image showing and explaining what they learned.

Informal Assessment
Journal Entries Rubric

3 (100)	2 (80)	1 (60)
I have at least 5 entries	I have 3 or 4 entries	I have less than 3 entries
Each entry has a date, the event or activity is listed, I wrote and/or drew pictures to express my thoughts.	some entries have a date, some events or activities are listed, I wrote and/or drew pictures to express my thoughts.	entries do not have a date, the event or activity is not listed, I wrote and/or drew pictures to express my thoughts.

Career Day

Welcome to Career Day. Career Day is a time for you to visit with people from multiple areas and find out about their career. You will visit each station in groups of three, you will have this career sheet, Chromebook, and tote bag to collect any giveaways.

Remember to listen actively to what they share, and you may ask questions about what they do. A few questions are listed below. If your group has questions, please write them in the boxes provided.

Recorder	Videographer	Gatekeeper
Take any notes that stands out about the presenter's career	Use Chromebook to record any demonstrations or items that's important to the career	Keeps the group on task, collects any artifacts or giveaways
Name	Name	Name

Questions	Responses
Why did you decide to become a...?	
Can you tell us one fun thing about your career?	
What did you do after high school to prepare for this career?	

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Content and teaching standards you want to target

The teaching standards involved in this unit will mostly fall under the Language Arts Umbrella of Speaking and Listening and Reading Literature

(SL.5.1) Engage effectively in a range of collaborative discussions one on one or in a group with diverse partners on grade 5 topics and texts building on other's ideas and expressing their own clearly.

(SL.5.3) Summarize the points a speaker makes and explaining how each claim supports the reasons and evidence presented

(SL.5.5) Include multimedia components and visual displays on presentation when appropriate to enhance the development of main ideas and themes

(RL.5.2) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text

(RL.5.3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

(RL.5.6) Describe how a narrator's or speaker's point of view influences how events are described

Social Emotional Learning: Caring Schools Curriculum for Interpersonal and Social Skills

Materials

Chart paper (Post It preferred): to hang and refer to with the Anchoring Phenomenon and Driving Question Board

Chart paper markers make writing on chart paper clear and bright

Journals: composition books that are cut horizontally in half by a hardware or home improvement store

Pens: various colors for student choice for creating journal entries

Colored pencils and crayons: for images in their journal entries and to add notes to the chart paper

Index cards and post it notes: for adding thoughts, images, and questions to the chart papers

Research readings include the following listed below

Gendron, Tracey. *Ageism Unmasked: Exploring Age Bias and How To End It*, New Hampshire: Steerforth Press, 2022. This simple to read book “unmasks” the issues with ageism. It dives into how society influences the way people view aging from a young age. It explores the negative influences associated with aging and how to counter it.

Hill-Hearth, Amy. *The Delany Sisters: Reaching High*, North Carolina: UNC Charlotte Gerontology Program, 2002. This enlightening story is about the early life of the Delaney siblings during a segregated time in the United States history called the Jim Crow Laws. The story tells the challenges the family endured during that time.

Hubbard, Rita Lorraine. *The Oldest Student: How Mary Walker Learned To Read*, New York: Random House Publishing, 2020. An inspirational story about perseverance. This story chronicles Mary Walker’s life and her determination to learn how to read.

Walsh, Barbara A. *The Lobster Lady: Maine’s 102 Year Old Legend* Irish Rover Press, 2021. In this story, Virginia Oliver is a Lobster trapper from a young age to entering the year of becoming a centenarian. Through this story, she proves that being an older adult does not limit your activities.

Larkum, Adam. *One Hundred Steps: Captain Sir Tom Moore*, United Kingdom, Penguin Random House, 2022. In this story, Sir Tom Moore aspires to take 100 steps by his 100th Birthday. He gains funds as people are inspired by his effort and determination to succeed. This story represents love and kindness as communities come together in support of Sir Tom Moore.

Clark, Anita Crawford. *Old To Joy* Gnome, Road, 2023. In this story a young girl named Joy learns to enjoy the time she spends with her grandmother. Initially, Joy thinks her grandma and everything around her is old. However, through the visit, she finds they have similarities and learns to appreciate her grandmother and learns more about herself as well. Ultimately, she finds Joy during her visit.

Singh, Simran Jeet. *Fauja Singh Keeps Going: The True Story of The Oldest Person To Even Run A Marathon*, New York: Penguin Random House Publishing, 2020. In this story Fauja demonstrates perseverance as he becomes a marathon runner. He overcame challenges with his legs at an early age. Through determination, he becomes the oldest person to run a marathon. Fauja shows his family, friends, and the world that he has will and faith to succeed.

Walker, Tricia Elam. "Nana Akua Goes to School" video. Simon & Schuster/PocketBooks in 2001. Nana Akua is a grandmother who grew up in a tribal village in West Africa. Her granddaughter, Zora loves her very much and is fearful to bring her to school for Grandparents Day because of her tribal markings on her face. Zora learns more about her grandmother’s stories and is so proud that her Nana Akua is sharing her past with her classroom with her classmates.

<https://www.youtube.com/watch?v=vzEcGFzhQy8>

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<https://www.verywellmind.com/generativity-versus-stagnation-2795734>

Gendron, Tracey PhD, *Ageism Unmasked: Exploring Age Bias and How to End It*, 102: Steerforth Press, 2022,

Holmes, Gloria *Hidden in Plain Sight: The Problem of Ageism in Public School*, Journal Article, Peter Lang AG, 2007

Making The Case for Intergenerational Programs, fact sheet, 2021, Generations United

<https://www.gu.org/app/uploads/2021/03/2021-MakingTheCase-FactSheet-WEB.pdf>

Thomas Dr. William H. M.D. *What Are Old People For? How Elders Will Save the World*, description, Vanderwyk & Burnham 2004

Worrall, L. and Hickson, L., *Communication Disability in Aging: Prevention to Intervention* 1st edition, 12, Singular Press 2003

Youtube.com, Ashton Applewhite, American Society on Aging Conference, “*Ending Ageism and Ableism Together: A Call to Action*” 2023

<https://www.youtube.com/watch?v=NrVvONbl3QE&t=3504s>

Youtube.com, Elizabeth White, American Society on Aging Conference, “*Ending Ageism and Ableism Together: A Call to Action*” 2023

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