



Ageing

Key Stage 4

Learning for Life & Work



Ageing

Aim: To understand the changing demographic patterns in our society, and to explore our responses to ageing and ageism.

Session 1

Our changing population

Session 2

What is old?

Session 3

Older people in our society

Session 4

Getting the message across





Teaching Plan Outline

Title	Ageing people		
Aim	To understand the demographic patterns in our society, and to explore our responses to ageing and ageism.		
Duration	4 class periods	Resources	Post-it notes/notepads Session 1, Activity 2: Table to complete Session 1, Activity 3: Table to complete Session 1, Activity 4: Table to complete Session 1, Activity 5: Survey data from 2014 NILT Session 2, Activity 1: Picture Session 2, Activity 2: Survey data from KLT and NILT Session 3, Activity 1: Survey data from 2014 NILT Session 3, Activity 2: Extract from online blog Session 3, Activity 3: Table to complete Session 4, Activity 1: Quiz questions and answers Internet access or art materials
Learning intentions (KS4 statements of requirement) Learning for Life & Work – Local and Global Citizenship	<ul style="list-style-type: none"> respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world; identify and exercise their rights and social responsibilities in relation to local, national and global issues; develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly; develop awareness of the role of non-governmental organisations. 		
Skills & capabilities	<ul style="list-style-type: none"> Problem Solving Self-management Working with Others 		
Cross-curricular skills	<ul style="list-style-type: none"> Communication Using Maths Using ICT 		
Links to other curricular areas	<ul style="list-style-type: none"> GCSE English Language <ul style="list-style-type: none"> Expressing ideas and information clearly Forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument GCSE Maths <ul style="list-style-type: none"> Select and apply mathematical techniques and methods in mathematical, everyday and real-world situations Reason mathematically, make deductions and inferences, and draw conclusions Interpret and communicate mathematical information in a variety of forms appropriate to the information and context. 		
Assessment for Learning	<ul style="list-style-type: none"> Effective questioning to probe student understanding Opportunity for peer assessment 		



Introduction

This is one of a series of downloadable materials produced by ARK, which are designed for use in school years 11 and above (for pupils aged 14 years or over). These tutorials are designed to comply with the specifications set out by the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland for the Learning for Life and Work curriculum for Key Stage 4 pupils. The aim of Learning for Life and Work (LLW) is to help young people develop the fundamental skills, knowledge, qualities and dispositions that are pre-requisites for life and work. This tutorial is particularly relevant to the Local and Global Citizenship strand of LLW. However, the tutorials are also suitable for use in groupwork with young people in other settings, such as youth clubs.

These tutorials mainly use research-based evidence collected by ARK, as well as other local, national and international sources of information and debate. ARK is a resource dedicated to making social and political information on Northern Ireland available to the widest possible audience. Users include researchers, teachers, schoolchildren, policymakers, journalists, community/voluntary sector workers and anyone with an interest in Northern Ireland Society and Politics. On its website (www.ark.ac.uk) ARK provides a variety of different kinds of information including background facts and figures, survey results, research reports, research summaries, audio-visual material and election results. ARK undertakes three public attitudes surveys, and this tutorial draws upon data from these surveys – further information on the surveys is included in the Notes for Teachers towards the back of this tutorial pack.

This tutorial consists of four sessions, each with a particular theme related to ageing. Within each session, a set of activities are suggested. These activities are designed to be undertaken in sequence, but can also be used on a stand-alone basis depending on time and context.

Other tutorials in the ARK in Schools series are:

- [The European Union](#)
- [Human Rights and Social Responsibility](#)
- [Democracy and Active Participation](#)
- [Diversity and Inclusion](#)
- [Emotional Wellbeing](#)
- [Gender and Family Roles](#)
- [Focus on the Environment](#)
- [Relationship and Sexuality Education \(RSE\)](#)

For more information on the ARK in Schools resources, visit <http://www.ark.ac.uk/schools>

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Session 1: Our changing population

This lesson is an opportunity for pupils to explore the demographic make-up of Northern Ireland, with a focus on the changing age profile of the population. This is lesson one of a four-part session on older people.

This initial session will introduce demography and why it is important to know the number and age of the population, both globally and more locally. Students will be asked to explore the Census of Population, identify emerging demographic issues in their local area, and suggest the implications of these for social policy. The final activity reflects on the range of social attitudes among different age groups.

Activity 1: Do we need a Census of Population?

This activity takes the form of a debate between two groups on the motion 'This class thinks that we need a Census of Population'.

Begin with a general discussion on the background and history to Censuses – some useful information is included in the Notes for Teachers.

Students then divide into two equally-sized groups:

- Group 1 will prepare a short verbal presentation in **support** of having a Census of Population. Possible arguments are that the Census provides important information for planning government policy and providing services, as well as for tracing family history.
- Group 2 will prepare a short verbal presentation **against** having a Census of Population. Possible arguments include the cost of running the Census; concerns about how personal information will be kept private; and that similar information is collected in other ways, such as other surveys or information systems.

Once each group has presented its arguments, the whole class can discuss and debate these presentations.

At the end of the activity, have a vote for or against the motion.

Activity 2: Population around the world

This online activity explores population pyramids over time, and gives students the opportunity to interpret a graphical representation of population change. A blank form is available at the back of this pack.

Ask students to go to the website <http://populationpyramid.net/>

This site displays population pyramids and population projections for a range of countries in the world, from 1950 to 2100.

Ask the students (in groups or individually) to look at the population pyramids and graphs for three specific years (for example 1955, 2010 and 2055) for Malawi, Japan and Poland. Using the template form at the back of this pack, and ask them to write down any patterns that they see. For example,

- Population is increasing in Malawi (3.2 million in 1955, 14.8 million in 2010, 47.8 million in 2055), which is very evident by the very wide base of the population pyramid
- Population is decreasing in Japan and Poland



- Life expectancy is much higher in Japan than in Malawi, in part due to AIDS in Malawi, which is evident in the different shapes of the population pyramid
- The higher life expectancy among females compared to males is quite noticeable in Poland and Japan

Activity 3: What's happening in your area?

This activity involves looking at an online report, and identifying data for the local area. Students can work individually or in groups to complete the blank form available at the back of this pack. The activity finishes with a teacher-led class discussion.

To start off, make sure that all pupils know in which district council area they live, or where the school is located. Use the online tool <http://apps2.planningni.gov.uk/planningrpapostcodesearch/default.aspx>

(Note: On 1 April 2015 the number of Local Government Districts in Northern Ireland were reduced from 26 to 11 due to the Local Government reform – for more information see the Notes for Teachers section.)

Ask students to access the report 'Population and Migration Estimates Northern Ireland (2014)', which is available at http://www.nisra.gov.uk/archive/demography/population/midyear/MYE14_Bulletin.pdf

Using the tables at the back of this pack, ask students to insert the figures relevant to their local district council area, and also for Northern Ireland.

Do these match the overall pattern in Northern Ireland? If not, what are the differences?

After a set time (for example, 10 minutes), ask the students about their findings, to prompt a class discussion on the possible impact of local population patterns.

Activity 4: What is the effect of demographic change?

This activity involves three written tasks, followed by a teacher- question and answer session.

Depending on the circumstances, students can work on the written task individually, or else can be work within groups. In addition, each student or group can be asked to complete any or all of the tasks.

Ask students/groups to write down three consequences of the following:

- **The decrease in the number of children being born in Northern Ireland.** Examples include reduced class sizes, which can be seen as being positive or negative; the creation of mixed classes where there is more than one class in each classroom; the closure of schools and youth clubs; a reduction in the size of the workforce in the future, meaning less taxes to pay for increased social care costs.
- **The increase in number of older people in Northern Ireland.** Examples include the cost of pensions and other Social Security benefits; the cost of social care; the cost of other benefits such as free transport for people aged 60 or over; the need for younger people to provide care for older people; the need for older people to care for people their own age. At the same time, there will be more grandparents to undertake voluntary work, or informal care of spouse; more grandparents to look after grandchildren; more experience, skills and knowledge available.



- **The increase in the number of older adults within the workforce.** Examples include workers with longer more experience, skills and knowledge. However, recent legislation means that there is no default retirement age, meaning that there may be fewer jobs available for younger people.

After a set time (for example, 10 minutes), ask for examples from the students which will prompt a class discussion.

Activity 5: Different age, different attitudes?

A changing population profile means that we need to adapt our public services to match the changing needs. Parallel to this, people in different age-groups often tend to have different attitudes to social issues, which may affect our society (for example, voting patterns).

This activity involves students looking at survey results (either online or using the resource sheets at the back of this pack), followed by a teacher-led discussion. Students can either work individually or in groups. Each student or group can explore results for one question only, or for all questions.

Ask students to look at the results for four questions from the 2014 Northern Ireland Life and Times Survey, and discuss if the pattern of attitudes across the six age-bands is what they expected.

- If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed-religion neighbourhood?
http://www.ark.ac.uk/nilt/2014/Community_Relations/MXRLGNGH.html
- How much do you agree or disagree with the statement, “In relation to colour and ethnicity, I prefer to stick with people of my own kind”.
http://www.ark.ac.uk/nilt/2014/Minority_Ethnic_People/RACOWNKD.html
- Which of the things on this list do you think is the most important thing for the government in Northern Ireland to be getting on with at the moment?
http://www.ark.ac.uk/nilt/2014/Political_Attitudes/ASSMDAY3.html
- Thinking about Northern Ireland as a whole, the kind of place it is and the kind of people who live here, would you say that you feel a sense of belonging to Northern Ireland?
http://www.ark.ac.uk/nilt/2014/Community_Relations/UBELNI.html

Activity 6: 100 years of Census data

This online activity gives students the opportunity to look at the Census records for Ireland for 1901 and 1911.

Go to <http://www.census.nationalarchives.ie/search/>

Students can search for a particular name (for example, the name of a relative) or for a specific street.

An image of the completed Census form can then be viewed.



Session 2: What is old?

This session will start by reviewing the key demographic changes outlined in Session 1, namely the decrease in the number of young people, and the increase in the number of older people. The session will then focus on what being old means in our society today, firstly by focusing on individual attitudes, and then on attitudes within wider society.

Activity 1: What do you see in this picture?

This teacher-led activity emphasises the importance of our perceptions. Different people will see different things when looking at the same picture. Similarly, people can interpret numbers and statistics in different ways as well.

Ask students to look at the well-known picture shown in the back of this pack, and ask them what they see.

How many students see a young woman, and how many see an older woman?

(Hint: the chin of the young woman forms the nose of the older woman)

Activity 2: How old is old?

This two-part activity reflects on the fluctuating definition and perception of the word 'old'. Different people have different ideas about what age someone is old, and these are changing all the time.

The first part of the activity is a teacher-led discussion asking students what age they consider someone to be old, and why they think this. This is likely to be linked to life expectancy and participation in the workforce. Thus, some useful background facts include:

- In Northern Ireland, life expectancy at birth has changed: from around 54 years in 1920-22 (54.4 female, 53.5 males), to around 80 in 2012 (82.3 female, 78 male) – see 'Registrar General Northern Ireland Annual Report 2014'
http://www.nisra.gov.uk/archive/demography/publications/annual_reports/2014/RG2014.pdf,
- From 2006 to 2011, the default retirement age was 65 years. On 24 March 2011 the Employment Equality (Repeal of Retirement Age Provisions) Regulations (Northern Ireland) 2011 (S.R. No. 168) came into force. Generally it is no longer lawful to retire an employee because they have reached the default retirement age.

The second part of the activity is to explore the responses to the question 'At what age do you start to think of an adult as an old person?' within two ARK surveys. Tables of results by age are available in the Classroom Resources section at the back of this pack, or online:

- 2014 Kids' Life and Times Survey (<http://www.ark.ac.uk/klt/2014/Ageing/AGEOLD.html>)
- 2014 Northern Ireland Life and Times Survey (<http://www.ark.ac.uk/nilt/2014/Attitudes to Older People/AGEOLD2.html>).



Activity 3: Word association, word graffiti

In this short teacher-led activity, students are asked to brainstorm – without censure – about what they first think about when they hear the phrase ‘old person’. They are then asked to reflect on these word associations.

Ask students to call out the first words that they associate with the phrase ‘old person’. Identify which are the words that appear most frequently, and whether these are ‘positive’ or ‘negative’.

Instead of being a verbal task, this activity could also take the form of ‘word graffiti’, where students write words on flip charts, or onto post-it notes that are stuck onto notice boards etc.

Activity 4: Empathy

The aim of this activity is to empathetically consider the social and political changes that have taken place during the lifetime of an older person. The activity consists of an individual written task, followed by a teacher-led discussion.

Ask each student to think of an older person that they know well – this could be a relative, friend or neighbour.

Then ask students to think about what the world was like for this person when they were growing up, and to consider the major social and political changes that have happened since then that are likely to have affected their lives and their attitudes. Key events include war, conflict and political developments (both locally and globally), as well as inventions, discoveries and increased access to education, medicine, communication, and so on.



Session 3: Older people in our society

This session builds on the themes of ageing and the perception of age were identified in Session 2, and explores how older people are viewed in our society, and to reflect on stereotypes and their portrayal in the media.

Activity 1: Attitude scales

This classroom activity explores students' level of agreement with a range of attitudes reflecting how older people are viewed in society. These attitudes are then compared with those of respondents to the 2014 Northern Ireland Life and Times (NILT) Survey.

Identify 6 points in a straight line (for example, using 6 chairs), to represent an attitude scale (**strongly agree, agree, neither agree nor disagree, disagree, strongly disagree and don't know**)

Read out the following statements from the 2014 Northern Ireland Life and Times Survey:

- Older people are admired and respected by young people
- Older people are too set in their ways and ideas
- Older people are not willing to listen to young people's views
- People in their 60s should give up work to make way for younger people
- Society doesn't recognise the contribution that many older people are still able to make

For each statement:

- Ask students to go to the position on the scale that reflects their view.
- Ask a few people from each position to explain why they take this view.
- After listening to a few opinions, give students the chance to change their position.
- Compare the students' attitudes with the pattern of responses from the 2014 NILT Survey – see tables of results and links to the website, at the back of this pack.

Activity 2: Ageism

This activity focuses on ageism, and takes the form of a class discussion focusing on the questions:

- What is ageism?
- Does ageism relate only to older people?



Activity 3: Learning from other ages

This activity can be carried out in small groups or by students individually. The activity starts with a written task (using the template at the back of the pack), followed by a class discussion. These questions were asked in the 2011 Kids' Life and Times Survey of 10 and 11 year olds. Some of the survey responses are available in the Notes for Teachers section, and may provide a useful introduction to the discussion section.

Ask the students to work individually or in small groups to identify the following:

- 3 things that older people could learn from young people
- 3 things that younger people could learn from older people

Following on from this, ask the students or groups to feed these back to the whole class, and discuss. For example, what are the things that are identified most? Was anything surprising identified?

Activity 4: What valuable roles do older people play in our society?

This is a teacher-led brainstorming activity.

Ask the students to name an older person that plays a significant role in society (locally and globally), and to explain why they think this.

Discuss the findings. For example, who are the people that are most identified? What was the most unexpected suggestion? What age are these people? Does their age make a difference to how they are viewed by the public?



Session 4: Getting the message across

The aim of this section is to think about what messages society gives to, and about, older people. The final activity draws together all the information and material reviewed within the previous three sessions. The three activities in this session are group based, and are more informal tasks.

Activity 1: How are older people portrayed in the media?

This is a group activity, followed by a teacher-led discussion.

Ask the students to work in small groups to discuss how older people are portrayed in the media. As part of this, ask them to identify 5 examples of the different ways that older people are portrayed in the media. For example, are they shown as being doting, frail, funny, wise, helpful, involved, isolated, poor, lonely?

The second part of this activity is to ask groups for their feedback, and to lead a class discussion, which should explore if these media representations are fair.

A useful online blog explores the representation of older people in the cinema, and is available at the back of this pack, and also at

<http://www.guardian.co.uk/film/filmblog/2012/feb/28/films-bad-job-portraying-old-people>

Activity 2: Slogan

This multi-task activity focuses on older people's organisations. The first stage is to gauge awareness of voluntary-sector organisations. The second stage is a group activity, encouraging students to create a slogan for an older people's rights campaign.

There are many voluntary and community groups focusing on older people's issues, both in local areas and nationally. Some of these groups are made up of older people, whilst others work on behalf of older people.

The first task is a teacher-led brainstorming session asking students to identify organisations focusing on older people's issues.

The second task involves students working in small groups, and coming up with a slogan for a campaign to promote older people's rights, or participation or value of older people.

At the end of a specified time, the groups reveal their slogan, and the whole class votes on which is the best.

Activity 3: Table quiz

This activity is based on a table quiz format, and teams will answer questions on a variety of issues, most of which they will have covered in Sessions 1 to 3.

Ask the class to form small teams.

Using the questions provided at the back of this pack, run a table quiz session.



Notes for teachers

This tutorial draws upon data collected for three annual surveys carried out by ARK:

- [Northern Ireland Life and Times Survey](http://www.ark.ac.uk/nilt) (<http://www.ark.ac.uk/nilt>)
The Northern Ireland Life and Times Survey (NILT) is an annual survey monitoring the attitudes of people aged 18 years and over in Northern Ireland to a wide range of social and political issues. NILT began in 1998, and follows on from the Northern Ireland Social Attitudes (NISA) Survey, which ran from 1989-1996. NILT has a modular format, and so each year's survey includes four modules reflecting key social policy issues. Many of these are repeated over time, in order to provide a time series of public opinion. For example, questions on ageing and ageism were asked in 2003, 2008 and 2014.
- [Young Life and Times Survey](http://www.ark.ac.uk/ylt) (<http://www.ark.ac.uk/ylt>)
The Young Life and Times (YLT) Survey is the sister survey to NILT but is especially designed to monitor attitudes among young people in Northern Ireland to social and political issues. Founded in its present format in 2003, YLT records the attitudes of 16 year olds.
- [Kids' Life and Times Survey](http://www.ark.ac.uk/klt) (<http://www.ark.ac.uk/klt>)
Since 2008, the Kids' Life and Times (KLT) Survey has been monitoring the attitudes of children in P7 (10-11 year olds) to issues that affect them. In 2011 and 2014, KLT included questions relating to ageing and older people.

In keeping with ARK's ethos of making social research freely accessible, a wide range of material is available online for each of the surveys:

- Questionnaires
- Tables of results for every question, broken down by age, sex and religious grouping
- Datasets in SPSS format
- Technical notes
- Publications
- Query and Helpline contact details

In addition, the ARK Ageing Programme encourages engagement between the age and academic sectors in Northern Ireland, to explore what it means to be older in Northern Ireland today. More information about the work of the ARK Ageing Programme, including publications, resources, and videos of events, are available at <http://www.ark.ac.uk/ap>

For a list of ARK's resources on older people, use the [QuickSearch](#) facility



Session 1: Our changing population

Activity 1: Do we need a Census of Population?

Demography is the scientific study of population, and focuses on the interaction between births, deaths and migration.

What is a Census? (taken from <http://www.nisra.gov.uk/census/history.html>)

A census of population is a count of people and households, and is used to set a variety of policies and estimate the resources required to provide services for the population.

- The history of census-taking goes back to the Babylonians in 4000 BC who used a census as an essential guide to how much food they needed to find for each member of the population.
- From around 2,500 BC the Egyptians used censuses to work out the scale of the labour force they would need to build their pyramids. They also used the information to plan how they would share out the land after the annual flooding of the Nile.
- The Romans conducted censuses every five years, calling upon every man and his family to return to his place of origin to be counted in order to keep track of the population. The census played a crucial role in the administration of the peoples of an expanding Roman Empire, and was used to determine taxes. It provided a register of citizens and their property from which their duties and privileges could be listed.
- In more modern times, the censuses of population have focused more on providing information on the structure and trends in society, rather than a way to control the population.

Why do we have a census? (taken from http://www.nisra.gov.uk/Census/pop_FAQ_2011.pdf)

Knowing how many people live in an area helps central government allocate funding. Local government also use this data to plan who needs what in their local areas. For example:

- *Health and disability* – Health services and policies are planned around the Census data so that the necessary services are provided to those who need it.
- *Housing* – Housing needs can be much better planned if we know what the demand is now and likely to be in the future.
- *Employment* – By establishing how many people work in different occupations and industries, Census information can be used to help plan jobs and training policies.
- *Ethnic groups* – Census information can be used to help allocate resources and monitor policies to ensure that all groups are treated equally.
- *Transport* – Identifying how and where people travel to work and study will help us understand the pressures on our transport systems and improve planning for roads and public transport.

2011 Census in Northern Ireland (taken from <http://www.nisra.gov.uk/Census.html>)

A census of population is normally held every ten years, and is carried out by the Census Office, which is part of the Northern Ireland Statistics and Research Agency. The most recent Census took place on Sunday 27 March 2011, and before that, on 29 April 2001. Everyone was asked the same questions on the same day in order to get a snapshot of the population. This information is used to estimate the number of people and households in each area, and their characteristics. The 2011 Census in Northern Ireland has been estimated as costing around £21.8 million over the six year period 2008 – 2014.



The Census itself is compulsory - if someone does not take part, the results may not show complete information about their local area and it might not get its fair share of funding over the next 10 years.

In deciding which topics to cover, there was wide consultation. The cases made for specific topics by Census users were balanced against the public acceptability of the questions, and whether or not they can be asked in a way that gives reliable information, and alternative methods of collecting information. The questions asked in 2011 were subject to the approval of the Northern Ireland Assembly. There were questions about the household as a whole and about each person usually resident in the household. Additionally there was also space for basic information about visitors present on Census night.

As well as producing tables of results, a set of 'short stories' have been produced. These are infographics and short reports, each of which focuses on a particular theme (for example, older people).
<http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx>

More information

- Northern Ireland Census of Population: <http://www.nisra.gov.uk/Census.html>
- Census Forms for 2011 are available at <http://www.nisra.gov.uk/census/2011/background/questionnaires.html>
- A guide to Censuses: <http://www.ons.gov.uk/ons/guide-method/census/2011/how-our-census-works/about-censuses/index.html>

Session 1, Activity 3: What's happening in your area?

From 1 April 2015, 11 new councils took over from the previous 26 under a programme of reform. As well as a reduction in their number, councils also took on new responsibilities.

For more information on local government reform, see <http://www.nidirect.gov.uk/index/information-and-services/government-citizens-and-rights/government/local-government/local-government-reform.htm>

To find out in which district council a specific postcode is located, see <http://apps2.planningni.gov.uk/planningrpapostcodesearch/default.aspx>

Session 1, Activity 4: What is the effect of demographic change?

In 2014, the Commissioner for Older People for Northern Ireland (COPNI) published a report called 'Appreciating Age: Valuing the positive contributions made by older people in Northern Ireland', which looks at the positive contributions made by the over 60s across Northern Ireland.

The report is available on the [COPNI](http://www.copni.org/news/older-people-in-northern-ireland-set-to-contribute-24-7-billion-to-economy-over-the-next-50-years.html) website <http://www.copni.org/news/older-people-in-northern-ireland-set-to-contribute-24-7-billion-to-economy-over-the-next-50-years.html>, and A video relating to the report is available at <https://www.youtube.com/watch?v=cpeEXMAGaJY>



Session 3, Activity 2: Ageism

This activity focuses on ageism, and takes the form of a class discussion focusing on the question:

- What is ageism?
- Does ageism relate only to older people?

Ageism is the stereotyping or discrimination of a person or group of people because of their age.

The term 'ageism' was first highlighted by Robert Butler, who described it as *a systematic stereotyping of and discrimination against people because they are old** Therefore, ageism was seen as relating only to older people. Since then, it has been argued that ageism is an issue faced by people of all ages.

In the 2010 Young Life and Times Survey, 83% of respondents thought that think that young people are judged negatively just because they are young.

In 2015, the Office of the First Minister and Deputy First Minister published draft legislation against age discrimination relating to the provision of goods, facilities and services in Northern Ireland. The aim of the proposed legislation is to protect adults and young people aged 16 years and over from discrimination on grounds of age. However, this draft legislation does not cover discrimination against young people aged under 16 years. Several organisations (for example, the Northern Ireland Commissioner for Children and Young People, as well as the Commissioner for Older People for Northern Ireland) are against this omission, arguing that children and young people should be protected against being treated unfairly because of their age.

A transcript of a briefing on age discrimination legislation related to goods and services from the Northern Ireland Commissioner for Children and Young People, the Equality Commission and the Commissioner for Older People is available at <http://www.niassembly.gov.uk/assembly-business/official-report/committee-minutes-of-evidence/session-2013-2014/april-2014/age-discrimination-legislation-relating-to-goods-facilities-and-services/>

* Butler, R. (1975), *Why Survive? Being Old in America*, Harper & Row, San Francisco.



Session 3, Activity 3: Learning from other ages

Here are 10 things that respondents to the 2011 Kids' Life and Times Survey said that their grandparents taught them. Some of these are practical, and some are more philosophical

- telling you not to smoke and giving you useful information
- learning how to fish and to play chess and use my brain more
- they taught me how to cook
- my family history
- how to knit
- how to be kind
- try your hardest at school and never get distracted
- my granny taught me that being popular was not that good all the time
- don't be cheeky to others because it's not nice
- keep on going because you will come out on top eventually

Here are 10 things that respondents to the 2011 Kids' Life and Times Survey said that they taught their grandparents.

- how to use a computer
- how to text on the phone
- my granny did not know anything about football our any team so I helped her
- modern maths
- slang language.....How awesome
- that if a month starts on Sunday it has a Friday the 13 in
- you're never too old to do stuff
- when I get older, and so do you, I'll come round everyday and feed you and take care of you
- to be thankful to live so long
- my grandparent always thinks about other people before her so I told her to think about herself a bit as well



Classroom resources

Session 1, Activity 2: Population around the world

Go to <http://populationpyramid.net/> and complete the table below.

	Malawi	Japan	Poland
Population in 1955			
Population in 2010			
Population in 2055			
Comments			



Session 1, Activity 3: What's happening in your local area?

Look at the report 'Population and Migration Estimates Northern Ireland (2014)', which is available at http://www.nisra.gov.uk/archive/demography/population/midyear/MYE14_Bulletin.pdf

Using the tables at the back of the report, fill in the figures below for your own district council area, and for Northern Ireland.

Name of your district council area		
	Your district council area	Northern Ireland
Percentage change in the number of people from between 2004 and 2014		
Percentage change in the number of children aged 0-15 years, between 2004 and 2014		
Percentage change in the number of younger working age adults (age 16-64 years) between 2004 and 2014		
Percentage change in the number of people aged 65-84 years between 2004 and 2014		
Percentage change in the number of people aged 85 years and over between 2004 and 2014		



Session 1, Activity 4: What is the effect of demographic change?

List 3 effects of the decrease in the number of children being born in Northern Ireland

List 3 effects of the increase in number of older people in Northern Ireland



Session 1, Activity 5: Different age, different attitudes?

Look at the four tables of results from the 2014 Northern Ireland Life and Times Survey, and see if the pattern of attitudes across the six age-bands are what you expect.

If you had a choice, would you prefer to live in a neighbourhood with people of only your own religion, or in a mixed-religion neighbourhood?

	Age of respondent					
	%					
	18-24	25-34	35-44	45-54	55-64	65+
Own religion only	40	24	25	21	19	24
Mixed religion neighbourhood	53	68	71	75	76	71
Other	2	2	3	3	2	3
Don't know	5	5	2	1	3	2

How much do you agree or disagree with the statement, "In relation to colour and ethnicity, I prefer to stick with people of my own kind"

	Age of respondent					
	%					
	18-24	25-34	35-44	45-54	55-64	65+
Strongly agree	11	5	6	6	7	10
Agree	24	17	18	20	14	24
Neither agree nor disagree	18	18	18	23	25	28
Disagree	26	40	41	33	33	27
Strongly disagree	22	18	17	17	18	11
Don't know	0	2	1	1	2	1



Which of the things on this list do you think is the most important thing for the government in Northern Ireland to be getting on with at the moment?

	Age of respondent %					
	18-24	25-34	35-44	45-54	55-64	65+
Improving the economy of Northern Ireland	38	44	56	42	52	40
Improving the health service	24	27	26	36	35	43
Increasing employment opportunities	26	21	12	14	8	11
Improving transport	0	2	0	0	1	0
Improving education	5	3	4	7	2	3
Improving the environment	2	1	0	1	1	0
None of these	1	0	1	1	0	0

Thinking about Northern Ireland as a whole, the kind of place it is and the kind of people who live here, would you say that you feel a sense of belonging to Northern Ireland?

	Age of respondent %					
	18-24	25-34	35-44	45-54	55-64	65+
Yes, definitely	31	37	35	42	48	51
Yes, probably	43	31	45	41	30	31
Probably not	11	18	12	9	13	9
Definitely not	10	10	7	7	9	8
Don't know	5	4	1	1	0	1



Session 2, Activity 1: What do you see in this picture?





Session 2, Activity 2: How old is old?

At what age do you start to think of an adult as an old person?

Responses from 2014 Kids' Life and Times Survey of Primary 7 children.

	%
30 years old and less	12
31 - 40 years old	3
41 - 50 years old	10
51 - 60 years old	18
61 - 70 years old	17
71 - 80 years old	7
81 years old and over	2
I don't know	31

Responses from 2014 Northern Ireland Life and Times Survey of adults aged 18 years or older.

	Age of respondent					
	%					
	18-24	25-34	35-44	45-54	55-64	65+
35-49	3	1	2	1	0	0
50-54	8	5	1	2	1	1
55-59	6	2	1	1	1	1
60-64	27	17	19	9	11	10
65-69	24	23	21	24	18	16
70-74	21	39	36	32	35	26
75-79	7	7	14	15	19	19
80-84	3	6	5	12	10	19
85-89	0	1	1	1	2	3
90-94	0	0	0	1	1	3
95-99	0	0	0	1	0	1
Don't know	1	1	1	3	3	3



Session 3, Activity 1: Attitude scales

Responses from the 2014 Northern Ireland Life and Times Survey

Older people are admired and respected by young people

[http://www.ark.ac.uk/nilt/2014/Attitudes to Older People/OPADMIRE.html](http://www.ark.ac.uk/nilt/2014/Attitudes%20to%20Older%20People/OPADMIRE.html)

	Age of respondent %					
	18-24	25-34	35-44	45-54	55-64	65+
Agree strongly	5	7	9	5	6	8
Agree slightly	65	46	38	42	46	47
Disagree slightly	20	29	33	35	26	27
Disagree strongly	9	15	16	16	21	16
Don't know	2	3	4	2	0	3

Older people are too set in their ways and ideas

[http://www.ark.ac.uk/nilt/2014/Attitudes to Older People/OPSETWAY.html](http://www.ark.ac.uk/nilt/2014/Attitudes%20to%20Older%20People/OPSETWAY.html)

	Age of respondent %					
	18-24	25-34	35-44	45-54	55-64	65+
Agree strongly	8	9	12	11	14	11
Agree slightly	42	51	31	42	39	45
Disagree slightly	29	24	33	29	26	26
Disagree strongly	19	13	20	16	20	17
Don't know	2	3	4	1	1	1

Older people are not willing to listen to young people's views

[http://www.ark.ac.uk/nilt/2014/Attitudes to Older People/OPLSTNYP.html](http://www.ark.ac.uk/nilt/2014/Attitudes%20to%20Older%20People/OPLSTNYP.html)

	Age of respondent %					
	18-24	25-34	35-44	45-54	55-64	65+
Agree strongly	7	5	6	5	7	5
Agree slightly	42	40	29	37	35	33
Disagree slightly	25	33	37	35	32	34
Disagree strongly	20	19	25	20	24	26
Don't know	6	2	3	2	2	2

**People in their 60s should give up work to make way for younger people**[http://www.ark.ac.uk/nilt/2014/Attitudes to Older People/GIVUPW60.html](http://www.ark.ac.uk/nilt/2014/Attitudes%20to%20Older%20People/GIVUPW60.html)

	Age of respondent					
	%					
	18-24	25-34	35-44	45-54	55-64	65+
Agree strongly	4	7	8	16	17	20
Agree slightly	24	21	22	25	29	30
Disagree slightly	33	36	26	29	20	24
Disagree strongly	37	32	39	29	33	25
Don't know	2	4	5	1	1	1

Society doesn't recognise the contribution that many older people are still able to make[http://www.ark.ac.uk/nilt/2014/Attitudes to Older People/NOTRECOP.html](http://www.ark.ac.uk/nilt/2014/Attitudes%20to%20Older%20People/NOTRECOP.html)

	Age of respondent					
	%					
	18-24	25-34	35-44	45-54	55-64	65+
Agree strongly	17	28	30	35	41	35
Agree slightly	49	49	44	44	40	39
Disagree slightly	18	13	17	12	14	17
Disagree strongly	7	4	4	8	4	7
Don't know	9	6	5	1	1	1



Session 3, Activity 3: Learning from other ages

List 3 things that younger people could learn from older people

List 3 things that older people could learn from younger people



Session 4, Activity 2: How are older people portrayed in the media?

Why do films do such a bad job of portraying old people?

Online Blog by David Cox, 28 February 2012

<http://www.guardian.co.uk/film/filmblog/2012/feb/28/films-bad-job-portraying-old-people>

We certainly have a problem with [ageing](#). To fend it off, we're prepared to smother ourselves in quacksalvers' unguents, submit to abusive surgery, [dye our hair](#) and lie about our age. We treat those no longer able to disguise its ravages with embarrassed condescension or worse. We daren't even call them "old" any more, but must rely on euphemisms like senior or third-ager, as if referring to victims of an unspeakable affliction.

The media are usually accused of helping to shape inconvenient attitudes, and in this case cinema gets its share of the blame. After all, in pursuit of the teen dollar, it has championed attributes to which only the young can be expected to aspire. Unsurprisingly, the tribunes of elderly people complain that the landscape of the [big screen is no country for old men](#).

To some extent, this is unfair. Dumbledore, Gandalf and Obi-Wan Kenobi have dispensed the wisdom of the aged, even though society at large has forgotten it ever existed. The likes of [Gran Torino](#), [Million Dollar Baby](#), [Tokyo Story](#), [Fear Eats the Soul](#), [Harold and Maude](#), The Sunshine Boys, [Driving Miss Daisy](#) and [The Straight Story](#) have portrayed older characters with both compassion and respect.

Nonetheless, it has to be admitted that the complainants have a point. Sometimes, as in [What Ever Happened to Baby Jane?](#) or [Sunset Boulevard](#), ageing has been treated as a source of horror. More often, elderly characters have simply been pushed to the fringes of the action, and, by implication, to the fringes of life.

[In 2005, two academics assessed different age-groups' prominence in 88 top-grossing films](#) and compared it to their presence in the population. Thirtysomethings were heavily over-represented and fortysomethings did OK, while fiftysomethings were significantly under-represented and the over-60s severely so.

Once marginalised and therefore cut down in screen-time, older characters have had to be stereotyped, with often unbecoming results. There have been a good few kindly old grandmas, but more often the elderly have been shown as [ineffectual, grumpy, behind the times, depressed, lonely, slow-witted, sickly, whining, rude, miserly, hard-of-hearing, ugly, interfering, heartless, intransigent, doddering, mentorish, frisky or profane](#) .

However, with the coming of our own millennium, cinema determined to do better. It was now in pursuit of the increasingly valuable grey dollar, and out to suck up to the old as eagerly as it had sucked up to the young.

Recently, [Red](#) (short for "retired, extremely dangerous") saw Bruce Willis reassembling a team of ageing black-ops operatives to prevail in cheery mayhem. [The Expendables](#) brought back action stars from the 1980s to make mincemeat of less venerable bad guys. Unfortunately, such efforts failed to satisfy the niggers. These films, along with those featuring other kinds of improbably hoary hellraisers, were condemned for requiring the old to ape the behaviour of the young. Old people too far gone to manage this, it was suggested, would only be further demeaned.



Still, the movies had other tricks up their sleeve. Films such as [Iris](#), [Away from Her](#) and [The Iron Lady](#) directly addressed the issues posed by infirmity in old age. Their spin was heavily sympathetic, but even so they weren't always welcomed. Some argued that they sanitised the conditions they depicted, thereby belittling real-life sufferers' needs. Others made a contrary complaint.

Last year saw the publication of [The Silvering Screen](#), by Canadian academic Sally Chivers. She objected to films that "[rely on illness or disability narratives to convey the social burden of growing old](#)," thereby treating ageing as a disease. What cinema ought to be doing, she suggested, is promulgating "[the idea that an old person has value that exceeds the value attached to young appearance](#)".

A big ask, you might have thought. Still, along comes [The Best Exotic Marigold Hotel](#) and, boy, does it do its damndest.

Admittedly, its septet of seniors out to find themselves in the east are required to display traditional old-folk foibles, like confusing Wi-Fi and wireless, and distrusting doctors with a different skin colour. Foreign food? "[If I can't pronounce it, I don't want to eat it](#)." All the same, they're grappling with big stuff.

For them, later life means self-realisation, not inconsequence. That's getting your first-ever job, finding love, breaking free from a stagnant marriage or overcoming a lifetime's guilt. Their guidance saves the young from making enormous mistakes, and even succeeds in humanising the staff of a call centre. No one is expected to slaughter terrorists or seduce teenage lovelies.

Ageing isn't pathologised. The only sign of debility is one readily operable gammy hip. Death, when it puts in an appearance, is sudden, painless and discreet. So Dr Chivers should be happy, if not her adversaries.

But does the film endear us to later life? Sadly, no. For heart-warming though the action is, it's hopelessly implausible. In this world, "I'm lonely," is a successful chat-up line, and a ratty old Hobnob addict can metamorphose into a finance whizz capable of rescuing an ailing business. The sunny Jaipur hotel turns out to enshrine an alternate reality. What ageing means there isn't what it means in the world around us. However much we emulate the positive outlook of its fortunate inhabitants, we're unlikely to be similarly rewarded.

In non-exotic environments, ageing may indeed endow some with their own Indian summer of leisure, affection and fulfilment. More can expect to encounter varying degrees of irrelevance, decline, sickness, hardship, regret, abandonment, loss and loneliness. We don't like any of these things: that's why we dread old age.

Films such as [The Best Exotic Marigold Hotel](#) can offer us only a brief respite from our fear of what's to come. To provide enduring reassurance, cinema would have to decontaminate ageing as we actually know it. Even for the big screen, that may just be too much of a challenge.



Session 4, Activity 3: Table quiz

1 Based on the 2011 Census of Population, how many people live in Northern Ireland?

- 1,210,863
- 1,810,863
- 2,210,863

Answer: **1,810,863**: 88,732 males and 92,354 females

2 Based on the 2011 Census of Population, how many people are there in Northern Ireland aged 85 years or over?

- 31,396
- 41,396
- 51,395

Answer: **31,396**: 9,611 males and 21,785 females

3 Which country had the world's highest percentage of older people in 2014?

- Sweden
- Japan
- Spain
- Italy

Answer: **Japan**. 26% of its population is aged 65 or over (Sweden: 20%; Spain: 18%; Italy: 22%).

In Northern Ireland, approximately 15% of the population is aged 65 or over.

For more information, see <http://data.worldbank.org/indicator/SP.POP.65UP.TO.ZS>

4 In 2014, respondents to the Northern Ireland Life and Times Survey were asked 'What do you think are the main problems facing older people in Northern Ireland today?'

Which issue do you think got the highest response among 18-24 year olds?

- Making ends meet
- Loneliness
- Access to healthcare

Answer: **Loneliness (59%)**, Fear of crime (52%), Making ends meet (45%)

5 Which issue do you think got the highest response among respondents aged 65 or over?

- Making ends meet
- Loneliness
- Access to healthcare

Answer: Making ends meet (66%), Loneliness (61%), Fear of crime (57%)

6 By 2039, what estimated proportion of the population in Northern Ireland will be aged 65 years or over?

- 15%
- 22%
- **25%**

Answer: **25%** (up from 15% in 2011)



7 True or false? In some countries, average life expectancy at birth is less than 45 years.
Answer: **True**. In some countries, such as Malawi, where the HIV/AIDS epidemic is especially devastating, average life expectancy at birth is less than 45 years.

8 True or false? Northern Ireland has a Commissioner for Children and Young People
Answer: **True** (at time of writing, February 2016)

9 Based on the 2014 mid-year population estimates, what district council area in Northern Ireland had the smallest population?

- North Down and Ards
- Fermanagh and Omagh
- Armagh, Banbridge and Craigavon

Answer: Fermanagh and Omagh, with a population of 114,900, which is approximately 6% of the population (North Down and Ards: 9%; Armagh, Banbridge and Craigavon: 11%). Belfast District Council area has the largest population – 337,100, which is 18% of the population.

10 True or false? Northern Ireland has a Commissioner for Older People
Answer: **True** (at time of writing, February 2016)

11 In Northern Ireland, what is the default age at which someone retires from work?
Answer: Since 2011, **there isn't a default age** when people have to retire.

12 In 2011, what proportion of children who took part in the Kids' Life and Times survey said that they learned something useful from their grandparents? (These children were aged 10 or 11 years old)

- 26%
- 46%
- 66%

Answer: **66%**

13 In 2011, what proportion of children who took part in the Kids' Life and Times survey said that they taught something useful to their grandparents?

- 37%
- 47%
- 57%

Answer: **37%**

14 At the start of 2014, what was the world's population estimated to be?

- 4.8 billion people
- 7.2 billion people
- 9.4 billion people

Answer: **7 billion people**

15 How much did the 2011 Census of Population in Northern Ireland cost?

- £2million
- £12 million
- £22 million

Answer: **£22 million**. The estimated cost is around £21.8 million over the six year period 2008 – 2014.



- 16 In 1994, what was the world's population estimated to be?
- 2.7 billion people
 - 4.1 billion people
 - 5.7 billion people

Answer: **5.7 billion people**, which means that the world's population grew by 28% (1.5 billion people) over 20 years.