

➤ MEETING AN ELDERLY PERSON FOR THE FIRST TIME

Target Group: **Year 9**

Australian Curriculum Reference: **English**

Language for interaction

- + Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1151).

LESSON SUMMARY

Students will visit an aged care facility and interview elderly residents so that they can record the person's life story. Students learn that there are some specific words and ideas that are used to facilitate easy understanding and communication when meeting people for the first time.

LESSON CONTENT AND METHODOLOGY

- + Teacher and students brainstorm a list of words/phrases that clearly convey understanding and empathy when first meeting elderly residents (for example *compassion, share, respect, unconditional, coping mechanisms*).
- + Students discuss reasons for their choice of these words and phrases and what they mean in the context of an interview with an elderly person.
- + Teacher discusses the use of open-ended questions when conducting an interview and models these to students.
- + Students are paired with a class partner to prepare and present an 'interview' about what they had for dinner last night using open-ended questions. The class is the audience for the interview. Ask the audience the following questions.
 - + What do you hear about various foods your fellow students eat for dinner? What are the likes? What are the dislikes?
 - + What happens when a closed question is used by the interviewer? Is a closed question effective in eliciting information? Why? Why not?
- + Demonstrate the use of 'open' and 'closed' body language.
- + Play YouTube video: *Body language, the power is in the palm of your hands* (Allan Pease): www.youtube.com/watch?v=ZZZ7k8cMA-4
- + Analyse the video presentation. Ask the class to demonstrate effective and ineffective body language in a mock interview about what they did last Saturday.

- + Students work in pairs using Worksheet 1.
- + Students return to the brainstormed vocabulary list in activity 1 and add any new words that they might use to apply to meeting an elderly person for the first time.
- + Class develops a corporate list of the best body language to use when meeting someone new.
- + Ask students to write five questions they will use when they are interviewing the elderly person that is assigned to them at the care facility to be visited. Make sure these questions cover topics such as:
 - + where the elderly person had worked, the conditions that applied at that time, the elderly person's satisfaction with their working life, and what recommendations they would make about pursuing a career in that area, **or**
 - + where they went to school, what a usual day looked like, and how their school experiences impacted on their lives.
- + Students use their questions to interview elderly residents and record their stories.

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + Worksheet 1

WORKSHEET 1

Scenarios

Students work in pairs with two other students as observers, to present the following scenarios.

Scenario 1

Act out a situation where you talk to a friend about a weekend party you attended. Imagine there is no adult within earshot.

The observers will take note of what language and body language is used and report it back to the class group.

Scenario 2

Act out a situation where you would describe this same party to your elderly grandparent or neighbour.

Did your body language and words change?

Class discussion

Why do we alter our words and body language for different audiences?