



Bystander Action for Tackling Ageism Introductory Workshop

Facilitator's Guide

Prepared by Gender Equity Solutions
for Office for Ageing Well



Government
of South Australia

SA Health



CONTENTS

About this workshop	4
Purpose.....	4
Audience	5
Learning outcomes	5
Delivery mode.....	5
Personnel	6
Supporting resources	6
Workshop overview.....	6
Key considerations in workshop development.....	7
Using this guide	10
Workshop outline	12
Workshop modules.....	14
Module 1. Introduction.....	14
Workshop Part 1 – Understanding ageism	20
Module 2. Unpacking ageism.....	20
Module 3. Myths and stereotypes about ageing.....	28
Workshop Part 2 – Bystander action for addressing ageism.....	36
Module 4. Tackling ageism through bystander action	36
Module 5. Being an active bystander	40
Module 6. Putting it into practice	49
Module 7. Final wrap and close	52
Workshop resources	55
Scenario 1.....	56
Scenario 2	57
Scenario 3	58

ABOUT THIS WORKSHOP

This two-part workshop 'Bystander Action for Ageing Well' provides an introductory overview of the following:

- > Understanding Ageism
 - What is ageism and how does it manifest?
 - The impacts of ageism.
 - Unpacking myths and stereotypes of ageing.
- > Tackling Ageism through Bystander Action
 - Understanding our role in challenging ageism.
 - Active bystander strategies for tackling ageism.

It is designed to be delivered as a full workshop package however Workshop Part 1 can also be delivered as a standalone product to introduce the issue of ageism to the target audience.

Purpose

This two-part workshop has been developed for delivery to individuals in a community setting and/or staff or volunteers working in local government or community organisations who are working with older people. The workshops, when delivered as a full package, promote bystander action as a key prevention and safeguarding strategy. They also build awareness and understanding of ageism as a broad societal issue that everyone has a role in preventing.

The Facilitator Guide includes training content, resources and instructions for delivery of the workshop parts.

Workshop Part 1 – Understanding Ageism introduces the issue of ageism including exploring the different types of ageism and how they manifest in society. Participants unpack ageist stereotypes and myths and consider the impacts of ageism on individuals. Participants will be asked to consider their own values and experiences to build a sense of responsibility to challenge ageism when they see or hear it.

Workshop Part 2 – Tackling Ageism through Bystander Action builds on Workshop Part 1 and provides participants with strategies that they can use to effectively challenge ageism with others. Participants explore what it means to be a bystander, both active and passive, and consider reasons for why they may not choose to be an active bystander in different situations. Participants are educated on a range of direct and indirect strategies for tackling ageism through bystander action and have the opportunity to consider how they may apply these strategies to a range of real world scenarios.

The workshop concludes with a call for action at the individual participant level and the provision of additional resources for further learning.

Audience

This workshop is designed for individuals in community/public settings who are interested in building their knowledge and skills in tackling ageism. It may also be suitable as an introductory session/s for workers or volunteers in the local government or community sectors who are working with older people. Participants are not expected to have prior knowledge of ageism.

Learning outcomes

This workshop will support participants to develop the following knowledge, skills and values.

Knowledge	<ul style="list-style-type: none">> Identify what ageism is and how it impacts individuals.> Identify that everyone has a role to play in tackling ageism and promoting positive ageing.
Skills	<ul style="list-style-type: none">> Begin to identify how ageism manifests in everyday life.> Identify positive bystander actions to take to challenge ageist attitudes and behaviours.
Values	<ul style="list-style-type: none">> Begin to recognise that ageism is a serious and prevalent issue.> Begin to feel responsible for taking action to challenge ageism.> Commit to the importance of taking action to challenge ageist attitudes and behaviours in institutions, community, family and social networks.

Delivery mode

The workshop, if delivered in full, is delivered in a two-and-a-half-hour session in a face-to-face delivery format.

Alternatively, Workshop Part 1 can be delivered as a standalone product in a 70-minute session, also in a face to face delivery format.

Workshop Part 2 would not commonly be delivered as a standalone product as content builds on the knowledge, skills and values developed through Workshop Part 1. Workshop Part 2 should only be considered for delivery as a standalone product if the target audience has an established knowledge and understanding of ageism. In such cases the workshop would be delivered in a 90-minute session, also in a face-to-face delivery format.

To maximise participant engagement and experience the workshop numbers should be capped at a maximum of 35 participants.

Personnel

The workshops will ideally be facilitated by two professional facilitators who possess a sound understanding of the issue of ageism.

Supporting resources

- > Slide deck (PowerPoint presentation)
- > 'Scenarios' handouts 1 - 3
- > Post-its
- > Sticky name tags
- > Markers
- > Butcher's paper
- > Numbered signs (1 – 5)
- > Blue Tac
- > Pre and post workshop evaluation forms, printed double-sided
- > Take home resource handout / goodie bags

Workshop overview

Module	Time	Content
1	15 mins	Welcome, introductions, workshop purpose
Workshop Part 1 – Understanding Ageism		
2	25 mins	Unpacking Ageism
3	20 mins	Myths and Stereotypes of Ageing
	15 mins	Break
Workshop Part 2 – Bystander Action for Addressing Ageism		
4	10 mins	Introduction to Bystander Action
5	20 mins	How to be an Active Bystander
6	30 mins	Putting it into Practice
7	10 mins	Final wrap up and close

Key considerations in workshop development

The following considerations underpin the design of the workshop structure, content and delivery.

The use of bystander approaches for addressing ageism

Bystander approaches seek to build shared individual and community responsibility for responding to and preventing discriminatory and disrespectful attitudes and behaviours by encouraging individuals not directly involved as a victim or perpetrator to take action. As such, they potentially have a key role to play in challenging cultures of discrimination and inequality. ([Australian Institute of Family Studies, May 2014](#))

When someone witnesses and ignores discriminatory or disrespectful behaviour and attitudes, whether by choosing not to act or not understanding that the behaviour or attitude was problematic, they can appear to be condoning or reinforcing the offender's behaviour and add to the alienation of the targeted individual or group. These individuals are referred to as passive bystanders. By informing and encouraging individuals to respond to and speak out against disrespectful and discriminatory words or actions in the moment they occur or shortly after, we can motivate a community of people to be active bystanders who will make anti-discriminatory behaviour the social norm, and create a safer, more inclusive society. ([American Psychological Association, June 2022](#))

While most of the active bystander training and initiatives to date are focused on taking action to challenge and intervene in gender inequality, sexual harassment, racism, homophobia and transphobia, it can be assumed that bystander approaches may also have some efficacy in addressing other forms of discrimination such as ageism.

This workshop aims to test that assumption by building awareness and understanding of the issue of ageism and translating active bystander strategies that would commonly be used to address sexist or racist attitudes and behaviours to specifically target ageist attitudes and behaviours.

The establishment of the learning outcomes

The American Psychological Association released a useful [tip sheet](#) on bystander intervention in June 2022. In it they highlight what the evidence says are key promoters and barriers to being an active bystander (or 'upstanding' as they refer to it).

To promote the change from passive to active bystander the evidence suggests that it is important to motivate and educate bystanders to give them the ability and confidence to confront and challenge discrimination, disrespect or harassment. Some of the promoters for being an active bystander outlined in the tip sheet include:

- > Knowledge and awareness of discrimination and the harm it can cause (Nelson et al., 2011)
- > An individual's confidence and intent to successfully intervene in a discriminatory situation, also known as Bystander Self-Efficacy (Parrott et al., 2020; Muja et al., 2021)

- > Members of non-marginalised groups confronting perpetrators of discrimination (Gulker et al., 2013)
- > Bystander intervention education, training, and programming (Gabriella et al., 2021; McMahon et al., 2021)

Identifying barriers to taking action is one of the first steps to progress moving from being a passive bystander to an active bystander. Some of the barriers outlined in the tip sheet reflect the common responses shared by participants in the training and include:

- > Not knowing or interpreting a situation as discriminatory or biased (Kawakami et al., 2019)
- > Perceiving one's actions or knowledge to be inefficient to intervene (Nelson et al., 2011)
- > Confronters from marginalised groups not being taken seriously or being seen as complainers (Kawakami et al., 2019; Gulker et al., 2013)
- > Fear of retribution (Haynes-Baratz, 2021)
- > Status or perceived power of the perpetrator (Haynes-Baratz, 2021)
- > Social norms that are tolerant of discrimination or marginalisation (Nelson et al., 2011)
- > Conflict-avoidance (Nelson et al., 2011)

The learning outcomes for this workshop were developed to reinforce the promoters and address the barriers to being an active bystander by:

- > Building knowledge and understanding of ageism and how it impacts individuals, and developing skills to identify how ageism manifests in everyday life. This aligns to the promoting factor of 'having knowledge and awareness of discrimination and the harm it can cause' and addresses the barrier of 'not knowing or interpreting a situation as discriminatory or biased.'
- > Developing an individual's skills, confidence and sense of responsibility to effectively intervene and challenge ageism. This is achieved through the recognition that ageism is a serious and prevalent issue that everyone has a responsibility to address and the provision of simple and effective bystander strategies that participants can commit to implementing beyond the workshop. This aligns to the promoting factor of an 'individual having confidence and intent to successfully intervene in a discriminatory situation' and addresses the barrier of 'perceiving one's actions or knowledge to be inefficient to intervene.'

By demonstrating to participants that there is a range of actions, both direct and indirect, that any individual can take to address ageism, barriers such as 'fear of retribution', 'status or perceived power imbalances' and 'conflict-avoidance' can also be mitigated, leading to individuals demonstrating higher levels on inclination to act.

Workshop structure

The workshop has been developed in two parts with Workshop Part 1 focusing on understanding ageism and Workshop Part 2 focusing on bystander strategies.

Workshop Part 1 can be delivered as a standalone workshop to build introductory understanding of ageism to target audiences. This may be particularly relevant for staff or volunteers in local government or community organisations as an introduction to ageism.

Workshop Part 2 is designed to be delivered in conjunction with Workshop Part 1 as it relies on the understanding of concepts developed in Workshop Part 1. Workshop Part 2 should only be delivered as a standalone workshop where the target audience has an established knowledge and understanding of ageism, how it manifests and the role of individuals in taking action to address ageism.

The rationale behind this workshop structure is that for an individual to be an active bystander a sequence of action steps must be taken. The five steps for bystander action are outlined in the workshop and include:

1. **Notice the event of discrimination or disrespect** – A bystander must be a witness to the behaviour or attitude to be able to take action.
2. **Interpret it as a problem** – The individual must feel that the behaviour or attitude they have just witnessed is problematic in order to take action.
3. **Feel responsible for intervening** – The individual must understand their role and feel a sense of responsibility to intervene rather than thinking it is someone else's role or none of their business.
4. **Have the required skills and confidence to take action** – The individual must know how they can effectively and safely intervene to address the behaviour or attitude.
5. **Choose to act** – The individual must finally make a proactive decision to act to address the attitude or behaviour that they have witnessed.

As individuals require an understanding of what ageist attitudes and behaviours look, sound and feel like, and to interpret these actions as problematic prior to being able to implement effective bystander strategies, it is vital that participants receive the information contained in both Workshop Part 1 and Workshop Part 2 to move them towards being an active bystander to tackle ageism.

USING THIS GUIDE

The Guide contains suggested outlines for each workshop part and the modules for delivery.

The workshop is divided into modules (1-7) and some modules are further divided into sections.

If delivering Workshop Part 1 as a standalone session use modules 1 – 3 plus module 7.

At the start of each module, you will find the:

- > time allocated for the whole module
- > learning outcomes associated with the module
- > aims of the module
- > the slides from the slide deck that are referred to in the module (the slide reference numbers are given).

Each module contains the suggested framework for delivery including content and activities, resources required, timelines and thumbnail slides. Modules are divided into sections. The section heading is provided at the top of each section and is numbered to correlate with the module e.g. Module 1, Section 1 would be labelled at 1.1 and then the section name.

There are four key components to guide delivery:



To say:

The **'To say'** component contains all suggested content that can be spoken, verbatim, and is italicised.



To do:

'To do' prompts let you know there is an action for you to take, e.g. a question to ask or an activity to run.



Facilitator's note:

'Facilitator's notes' provide more information for the Facilitator including suggested additional information to support content delivery, guide discussion and add context to a topic. Facilitators are not required to share these notes with participants but they could help Facilitators build context or answer participant questions if raised.



Next Slide:

'Next slide' prompts tell the Facilitator when to move to the next slide in the slide deck. The slide from the deck that corresponds to the content that is being presented is shown in a thumbnail at the top of each section to make it easy for the Facilitator to follow.

The Guide also contains:

Timing

The recommended time for a section is provided in the column to the right of the content—please note that this is a guide only. A summary of the total module timing is provided at the end of each module.

Moving between modules

At the end of the module, it is noted whether Facilitators should either continue on to the next module or stop for a suggested break.

The Facilitator Guide is to be used in conjunction with the following delivery tools:

PowerPoint slides

The PowerPoint slide deck contains slides for both Workshop Part 1 and Workshop Part 2. The slide deck is designed to facilitate both parts in one session, however Workshop Part 1 can also be facilitated as a standalone session. To deliver parts independently, unused slides can be hidden as required.

How to hide a PowerPoint slide

Facilitators can hide slides so they do not appear during the presentation.

To hide a slide, while viewing the PowerPoint, in the pane on the left (1), select a slide you want to hide (2) and then right click and select Hide Slide on the drop-down menu that appears. The slide will appear in grey and the slide number will appear with a slash through it.

To hide multiple slides at once, hold the Shift key as you click the slides, then right click and select Hide Slide on the drop-down menu that appears. You can also select a whole section to be hidden by clicking on the section title (3).

Scenarios

A range of bystander scenarios has been carefully selected for this Facilitator Guide. Facilitators should consider their audience prior to each workshop to select the most appropriate scenarios to use for the session.

Handouts

Handouts are supporting materials to distribute before, during or after the workshops to reinforce the learning experience of participants. They include a take home resource that summarises the key messages from the workshop.

For more information on the facilitation of this workshop please contact:

Office for Ageing Well

Phone: 08 8204 2420

Email: officeforageingwell@sa.gov.au

WORKSHOP OUTLINE

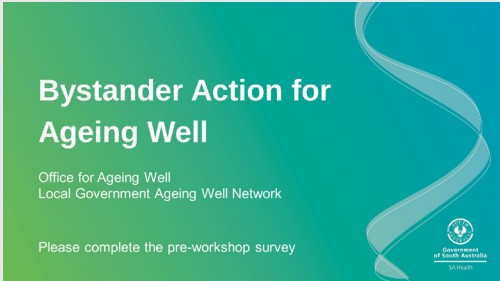
Module	Session	Type of activity	Time needed	Resources needed
Module 1: Introduction	1.1 Pre workshop survey	Survey	5 mins	Pre-workshop survey handout
	1.2 Welcome and Acknowledgement of Country	Presentation		
	1.3 Introduction and context	Presentation	5 mins	
	1.4 Purpose and objectives	Presentation	1 min	
	1.5 Group Agreement	Group Discussion	2 mins	
	1.6 Support Services	Presentation		
Workshop Part 1 – Understanding Ageism				
Module 2: Unpacking Ageism	2.1 Exploring the issue	Values Walk Group Discussion	10 mins	Signs with numbers 1 – 5 Blue Tac
	2.2 What is ageism?	Presentation	2 min	
	2.3 Imagine a world without ageism	Video	3 mins	
	2.4 Types of ageism	Presentation	4 mins	
	2.5 Ageism and other forms of discrimination	Presentation	2 mins	
	2.6 Impacts of ageism	Presentation	2 mins	
	2.7 Elder abuse awareness	Video	2 mins	
Module 3: Myths and Stereotypes of Ageing	3.1 Uncovering myths and stereotypes part 1	Group discussion	10 mins	Post-it notes Textas/Pens
	3.2 Uncovering myths and stereotypes part 2	Group discussion	10 mins	Post-it notes Textas/Pens
	3.3 Myth busting common beliefs and perceptions of ageing	Presentation	3 mins	
	3.4 Older people in the media	Presentation	2 mins	
	3.5 Breaking free of stereotypes	Presentation Video	4 min	AV Sound capabilities Internet if streaming video directly from YouTube
	3.6 Taking action to tackle ageism	Presentation	1 min	







Workshop Part 2 – Bystander Action for Addressing Ageism				
Module 4: Introduction to Bystander Action	4.1 What is a bystander?	Presentation	2 min	
	4.2 Why bystander action?	Presentation	3 mins	
	4.3 What stops us from being an active bystander?	Group discussion	5 mins	Post-it notes
Module 5: How to be an Active Bystander	5.1 Chain of action	Presentation	1 min	
	5.2 Golden Rules	Presentation	1 min	
	5.3 Active Bystander Strategies	Presentation	1 min	
	5.4 Direct Strategies	Presentation	8 mins	
	5.5 Indirect Strategies	Presentation	3 mins	
	5.6 When it doesn't go to plan	Presentation	1 min	
Module 6: Putting it into practice	6.1 Bystander Scenarios	Group discussion	30 mins	Scenario Hand Out Sheets Pens Butcher's paper
Module 7: Final Wrap and Close	7.1 Reflection	Group discussion	2 mins	
	7.2 Call to action	Presentation	1 min	
	7.3 Further information and resources	Presentation	2 mins	Take home resources / goodie bags
	7.4 Questions, evaluation and close	Presentation Survey	10 mins	Post-workshop survey hand out

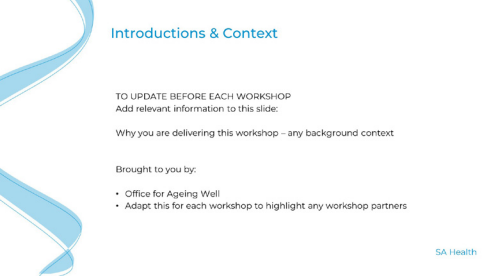

WORKSHOP MODULES

Module 1. Introduction

Time allocated	15 minutes
Module aims	<ul style="list-style-type: none"> > Welcome participants and introduce trainers > Establish group norms and create a safe, inclusive, respectful workshop space > Provide an overview of the training and cover 'housekeeping'
Learning outcomes	NA
Slide reference	1 - 7

Content	Time
1.1 Pre workshop survey	
<p>Slide reference: #1</p>  <p>Facilitator's note: Prior to the workshop you should update this slide to include any partner organisation names as relevant.</p> <p>To do: As participants arrive at the workshop, provide them with a pre-workshop survey and ask that they fill it out prior to the commencement of the session. Ask them to hold on to the form as the post-workshop survey is on the other side for completion at the end of the session. Just before starting the session, remind participants to complete the form.</p>	5 mins

Content	Time
1.2 Welcome and Acknowledgement of Country	
<p>Welcome</p> <p> To say: <i>Welcome to today's Bystander Action for Ageing Well introductory training.</i></p> <p> Next slide</p> <p>Slide reference: #2</p>  <p>Acknowledgement of country</p> <p> To say: <i>We would like to begin by acknowledging that this land that we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their country.</i></p> <p><i>We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.</i></p> <p><i>We also pay respects to the cultural authority of Aboriginal people who may be attending from other areas of South Australia.</i></p> <p> Next slide</p> <p> Facilitator's note: Text above is suited to delivery in metropolitan Adelaide, South Australia on the lands of the Kaurna people. Prior to the session ensure you are familiar with the Traditional Owners of the land on which you are presenting and update the above text accordingly.</p>	10 mins

Content	Time
<h3>1.3 Introduction and Context</h3>	
<p>Slide reference: #3</p>  <p>Facilitator's note:</p> <p>This slide will need to be updated prior to each workshop. Add in here any context that is relevant to your workshop delivery such as partner organisations, why you have been asked to deliver the workshop etc.</p> <p>To do:</p> <p>Introduce yourself and your colleague, and your roles.</p> <p>Provide a brief introduction to the workshop for attendees (individualise for each workshop):</p> <p>Include in your introduction the following:</p> <ul style="list-style-type: none"> > Welcome, thank you for attending. > Brief introduction of trainer/s – names and organisations and include information about any host or partner organisations involved in the delivery > If relevant, provide brief context on why the organisation is investing in this training e.g. Is it part of a larger culture project? Why did the organisation invite us? <p>Next slide</p>	<p>30 mins</p>
<p>Slide reference: #4</p>  <p>To do:</p> <p>If relevant, provide a brief overview of Office for Ageing Well and South Australia's Plan for Ageing Well 2020-2025. Otherwise hide and skip this slide.</p> <p>Next slide</p>	

1.4 Purpose and Objectives

Slide reference: #5



Purpose and objectives



To say:

Today's workshop goes beyond typical training. We are asking you to reflect on your beliefs, assumptions and behaviours related to ageism.

We are seeking to develop a shared understanding of what ageism is. We will do this by looking at the issue of ageism in Australia, how it manifests, its impacts (i.e., what happens when we don't address it), uncovering and debunking some of the stereotypes and myths, and looking at how cultural norms can shape our attitudes and behaviours.

We will explore the role we all have in addressing ageism.

We will explain what 'bystander action' means and provide strategies for how to appropriately and effectively challenge ageism when you see it or experience it.

Housekeeping



To do:

Provide housekeeping information for participants.

Note the location of toilets, the kitchen/drink facilities, emergency exits and other facilities, as necessary. Also note the below.

- > The session will go for 2.5 hours, with a 15-minute break halfway through but feel free to excuse yourself if you need to.
- > Please put mobile phones on silent. If you need to take a call, please step out of the room.
- > Feel free to ask questions throughout the training, or you can speak to facilitators during breaks.
- > We have time available at the end of the session to ask further questions.



Next slide

1.5 Group Agreement

Slide reference: #6



To say:

The workshop content is deliberately challenging some of the ways that we think, feel and act about age and at times may cause some discomfort or may remind you of times you have been challenged or upset by ageism.

We encourage you as participants to keep an open mind today and be open to learning new ways of seeing and doing.

It is important that we create a safe space for each other, by acknowledging that our opinions, values and attitudes may differ. This is a space where we should feel comfortable to learn and share.

We welcome discussion and debate throughout this workshop and want to ensure that this is a safe and non-judgemental space for people to express their opinions and ideas so it is important that people respect the opinions of others. Feel free to ask questions and raise concerns – remember to challenge ideas and not people and to do so respectfully.

A reminder that this is a learning space and not a support space and as such we are not able to offer the kind of support disclosures of personal experiences may require. We also cannot guarantee confidentiality within this session so we do not encourage you to disclose personal details about yourself or others. Please feel free to speak to us after, or access one of the provided support services if you feel like you need some support (or your EAP if a workplace).

While we encourage you to share what you learn from the training with others, we'd also ask you not to share any personal stories or experiences of others' that might be shared in the session today.

The timeframes for this training are very tight and this means that sometimes – even if we are having a really great conversation – we may need to move the conversation on in order to get through all the material we have planned over the course of the session/s.



To do:

Ask – is everyone ok with these agreements? Does anyone want to add anything?



Next slide

1.6 Support Services

Slide reference: #7



To say:

If this workshop does bring up any issues for you or anyone you might be concerned about, please consider contacting the support services shown here.

- > For concerns about abuse or mistreatment of adults or more information about safeguarding contact the Adult Safeguarding Unit – 1800 372 310 Monday to Friday 9.00am to 5.00pm (non-emergencies)
- > Lifeline – 131 114 (Confidential counselling)
- > 1800 RESPECT – 1800 737 7328 (Domestic, family and sexual violence counselling support service)
- > Men's Line – 1300 789 978 (Support for men)
- > Q Life – 1800 183 527 (LGBTIQA+ support)

If at any time during this workshop you feel the need to step out please do so. You are also welcome to speak to a facilitator or support staff in the breaks or after the sessions.

Although the workshops are focussed on community bystander action, ageism occurs in many settings, including in the workplace or places where we recreate or might volunteer. If you are reflecting on ageism in these kinds of settings, if you feel you can, we encourage you to speak to the senior management or leaders in these settings post workshop. Don't forget to do something nice for yourself afterwards – this training is ultimately hopeful of turning the tide!



Facilitator's note:

If delivering for an organisation, provide details about the organisation's Employee Assistance Program here, if known.



Next slide




Module timing summary: 10 mins (plus 5 mins for pre-survey)







Move to the next module



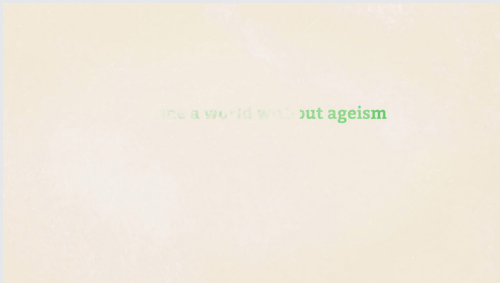


WORKSHOP PART 1 – UNDERSTANDING AGEISM


Module 2. Unpacking Ageism


Time allocated	25 minutes
Module aims	<ul style="list-style-type: none"> > Introduce the issue of ageism including the different types of ageism and how they manifest in society. > Encourage participants to begin to consider their values in relation to ageing and ageism. > Provide participants with an understanding of the prevalence and impacts of ageism.
Learning outcomes	<ul style="list-style-type: none"> > Identify what ageism is and how it impacts individuals. (Knowledge) > Begin to identify how ageism manifests in everyday life. (Skill) > Begin to recognise that ageism is a serious and prevalent issue. (Value)
Slide reference	8 - 15

Content	Time
2.1 Exploring the issue	
<p>Slide reference: #8</p>  <p> Facilitator's note: This is a title slide only. You can let participants know that you will start by exploring the issue of ageism in more detail and then click through to the next slide.</p> <p> Next slide</p>	10 mins

Content	Time
<p>Slide reference: #9</p>  <p>ACTIVITY – Scene Setting</p> <p> To do:</p> <p>Ask participants to place themselves on an imaginary spectrum ranging from 1-5 (1 being strongly disagree, 5 being strongly agree) for the statements:</p> <p><i>“Getting older goes hand in hand with ageism, there isn’t anything we can do about it.”</i></p> <p><i>“I would feel confident calling out a friend who made an ageist joke.”</i></p> <p>Generate discussion by asking questions about the reasons participants rated themselves that way. Ask participants to make a note of where they stand as you will revisit this statement at the end of the session.</p> <p> Next slide</p>	
2.2 What is ageism?	
<p>Slide reference: #10</p>  <p> To say:</p> <p><i>So, let’s start with what is the issue with ageism in the first place, and what is it exactly that we think we might be able to address about ageism by being active bystanders.</i></p> <p><i>Before we can explore how to be an active bystander, we need to have a shared understanding of what we mean when we talk about ageism.</i></p> <p> To do:</p> <p>Ask participants whether anyone can define what ageism is?</p> <p>Reveal the slide with the definition of ageism after participants have provided input.</p>	2 mins

Content	Time
<p> To say:</p> <p><i>Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age. (WHO 2021)</i></p> <p><i>Ageism is everywhere – in our institutions such as healthcare and educational facilities, our work or voluntary environments, our communities, the media, our relationships and even within ourselves.</i></p> <p><i>Ageism is more socially accepted than any other form of discrimination such as racism and sexism.</i></p> <p><i>It is the one form of discrimination that almost everyone will experience at some point in their lives. It can arise from stereotypes held by one generation about another; which means it can be experienced by all ages, such as younger people being dismissed or ignored - however for the purpose of this workshop we will focus on how ageism affects older people.</i></p> <p><i>The 2021 Global Report on Ageism by the World Health Organization reported that 1 in 2 people worldwide is ageist against older people. This can lead to poorer quality of life including diminished health and wellbeing outcomes and increased risk of social isolation and loneliness for older people.</i></p> <p><i>To help explain what ageism is, we've got a short video by Every Age Counts, which is an Australian advocacy campaign aimed at tackling ageism and trying to positively influence the way Australia thinks about ageing and older people.</i></p> <p> Next slide</p>	
2.3 Imagine a world without ageism	
<p>Slide reference: #11</p> <div data-bbox="161 1400 663 1682">  </div> <p> To do:</p> <p>Play the video Every Age Counts – embedded in PowerPoint</p> <p>https://www.youtube.com/watch?v=Hs28FgRxqt0</p> <p> Next slide</p>	3 mins

Content	Time
2.4 Types of ageism	
<p>Slide reference: #12</p>  <p>To say:</p> <p>Ageism can take many forms. It usually manifests over three levels, interpersonal, institutional and internalised or self-directed. Let's explore these in more detail.</p> <p><i>Institutional ageism occurs within laws, cultures, policies, and practices of institutions, for example workplaces, health care, media and politics, that unfairly restrict opportunities and disadvantage individuals because of their age.</i></p> <p><i>Interpersonal ageism occurs between two or more people.</i></p> <p><i>Internalised or self-directed ageism is ageist attitudes or beliefs someone directs toward themselves such as subconsciously believing the stereotypes, prejudice and negative messages about themselves or their age group. This can happen at any age or stage.</i></p> <p>To do:</p> <p>Ask participants to identify a few examples of ageism and identify which level of ageism they would fall under.</p> <p>If participants are unable to generate any examples of their own you can draw from the list in the facilitator's note below and ask them to identify which level of ageism it would fall under.</p> <p>Facilitator's note:</p> <p>Below is some additional information on the three types of ageism and some examples you could draw upon if participants are unable to come up with any of their own.</p> <p>Institutional ageism</p> <p>Institutional ageism can happen across many different settings including in workplaces, the legal system, health care, media, politics, police, housing, banking, retail etc.</p> <p>Whether intentional or not, institutional ageism can legitimise the exclusion of people from power and influence.</p> <p>Institutionalised ageism can look like:</p> <ul style="list-style-type: none"> > Workplaces implementing mandatory retirement ages or seeing older workers as less desirable candidates for promotion or hiring. 	4 mins

Content	Time
<ul style="list-style-type: none"> > The medical field underrepresenting older people in health research and clinical trials, often for illness and disease that disproportionately impact older age groups. > Not getting offered certain treatments due to age or not being spoken to directly (such as Dr speaks to a carer or relative instead) > Lack of positive representation of older people in media and popular culture. <p>Interpersonal ageism</p> <p>Evidence suggests that interpersonal ageism can lead to abuse or neglect as people's rights and freedoms are diminished based on judgements about their age and abilities. They can also become prone to feeling invisible or socially isolated.</p> <p>Interpersonal ageism can look like:</p> <ul style="list-style-type: none"> > Using age to devalue someone's work or ability - "wow that's pretty good for someone their age" > To discredit someone's capacity - "they're old and just confused", "they're too old to understand technology" > To patronise or disrespect someone - "you must be having a seniors moment" or that person is "mutton dressed as lamb" > The way we communicate - speaking louder, slower, and/or in simpler terms > How we interact - overcompensating for the individual's presumed needs, thinking that they need assistance or avoiding an individual altogether <p>Internalised / self-directed ageism</p> <p>This type of ageism is when you internalise a negative attitude towards ageing or your own age group.</p> <p>The way we feel about our age can impact our physical and psychological wellbeing.</p> <p>Internalised ageism can damage individual self-worth and cause self-limiting behaviour, stemming from internalised stereotypes about what a person of a given age can be or do. It may also heighten fears of growing older and create doubts about the benefits of ageing.</p> <p>Internalised ageism can look like:</p> <ul style="list-style-type: none"> > Thinking you are too old to start a new career or take up a new hobby. > Thinking you might get judged for uploading a recent photo of yourself on social media or feeling you need to 'add a filter'. > Feeling pressured to use anti-ageing skin products and treatments. > Second guessing your outfits because maybe that style wasn't 'suited to your age' anymore. > Thinking "one day I will have to live with my son or daughter as they have told me I won't be able to look after myself" > Not going to events anymore and saying "Don't worry about me, I don't matter anymore". <div style="display: flex; align-items: center;">  Next slide </div>	

2.5 Ageism and other forms of discrimination

Slide reference: #13

2 mins



To say:

Ageism is not always experienced on its own. All these types of ageism can be experienced alongside and compounded by other forms of discrimination and prejudice like sexism, racism, ableism, classism, homophobia and transphobia, creating additional impacts.

This is known as ‘intersectionality’.

For people who may experience both ageism and other forms of discrimination they may find it much harder to get the help they need due to systemic barriers and be at an increased risk of inequality and exclusion.

For example, research has shown a number of ways that older women can experience discrimination due to the combined impact of ageism and sexism including:

Physical appearance of older women is often judged differently than that of older men - men with grey hair and wrinkles might be seen as distinguished, wise and experienced, whereas grey hair and wrinkles might be considered to make women look unattractive in many cultures. Women also face greater pressure than men to hide signs of ageing through the use of hair dye and anti-ageing products.

Older women are significantly more likely to experience abuse or mistreatment than older men, as older women may experience gender inequality, which drives violence against women, as well as ageism.


These impacts are compounded further for older women of colour or women with disabilities.





Older people living with disability may experience further barriers to full participation such as within communities or workplaces therefore we must support ageing in place and create age-friendly environments.

Office for Ageing Well is acutely aware of the intersectional and unique nature of ageism for those living with disability, from culturally and linguistically diverse backgrounds, or who identify as Aboriginal or with LGBTIQ+ communities.



Next slide

Content	Time
<p>2.6 Impacts of ageism</p> <p>Slide reference: #14</p> <div data-bbox="161 412 663 692">  <p>Impacts of Ageism</p> <p>Ageism can impact:</p> <ul style="list-style-type: none"> • Physical and mental health • Self-image • Recovery times • Quality of life • Social connections and contentment • Civic engagement • Expression of sexuality • Financial hardship and insecurity • Lifespan • Risk of violence and abuse </div> <p>To say:</p> <p><i>Ageism has serious and far-reaching consequences for people’s health, well-being and human rights.</i></p> <p><i>For older people, ageism can be associated with:</i></p> <ul style="list-style-type: none"> > poorer physical and mental health > poorer self-image > impeded recovery > reduction in quality of life > increased social isolation and loneliness > reduced civic engagement > lack of ability to express sexuality > poverty and financial insecurity > a shorter lifespan > increased risk of violence and abuse <p><i>Without valuing older people, or worse contributing to their ‘invisibility’, all ages in society can miss out on the benefits of intergenerational sharing and connection.</i></p> <p><i>One recent estimate also shows that ageism costs society billions of dollars globally. In Australia, a 2012 study found a 5% increase in the labour force participation of older workers would lead to a \$48 billion lift in GDP which would likely be significantly higher in the current day economy. (Source - Every Age Counts)</i></p> <p>Next slide</p>	<p>2 mins</p>


Content	Time
2.7 Elder abuse awareness	
<p>Slide reference: #15</p>  <p> To say:</p> <p><i>The need to tackle ageism, and how it can lead to abuse or mistreatment of older people is recognised globally each year with World Elder Abuse Awareness Day. In South Australia, we go a step further by challenging the root cause of this behaviour, which is ageism.</i></p> <p> To do:</p> <p>Play video Elder Abuse Awareness - embedded in PowerPoint https://www.youtube.com/watch?v=rK_s0vIrvR8</p> <p> Next slide</p>	2 mins

Module timing summary: 25 minutes

Move to the next module

Module 3. Myths and stereotypes about ageing

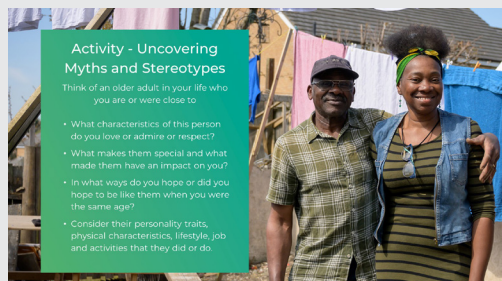
Time allocated	Time allocated 20 minutes if only running Uncovering Myths and Stereotypes Part 1 30 minutes if running Uncovering Myths and Stereotypes Part 1 and Part 2
Module aims	<ul style="list-style-type: none"> > Explore commonly held perceptions and stereotypes of ageing and how they manifest in everyday life. > Consider how to challenge stereotypes and myths of ageing. > Consider examples of ageing well in media and popular culture.
Learning outcomes	<ul style="list-style-type: none"> > Begin to identify how ageism manifests in everyday life. (Skill) > Begin to recognise that ageism is a serious and prevalent issue. (Value) > Identify that everyone has a role to play in tackling ageism and promoting positive ageing. (Knowledge)
Slide reference	16 - 23

Content	Time
3.1 Uncovering myths and stereotypes part 1	
<p>Slide reference: #16</p>  <p>To do:</p> <p>Ask participants, when you hear the words 'Old People or elderly' what words and phrases come to mind?</p> <ul style="list-style-type: none"> > Consider assumed personality traits, physical characteristics, lifestyle, jobs, activities, capabilities, interests etc. > Write on post-it notes and stick on the wall. <p>Once participants have finished writing their words group post-it notes into positive and negative phrases.</p> <p>Notice the largely negative words and phrases that surface.</p> <p>Facilitator's note:</p> <p>If you are running this module as part of a full workshop delivery (Workshop Part 1 and Workshop Part 2) then move to 3.3 Unpacking Myths and Stereotypes.</p> <p>Move to Part 2 of this activity if Workshop Part 1 is being delivered as a standalone session.</p> <p>Next slide</p>	10 mins

3.2 Uncovering myths and stereotypes part 2

Slide reference: #17

10 mins



Facilitator's note:

Only do Part 2 of this activity if Workshop Part 1 is being delivered as a standalone session, otherwise skip this activity.



To do:

Ask participants to think of an older adult in their life who they are or were close to, either past or present, such as a relative, colleague, neighbour, teacher, mentor or close family friend.

Ask participants to consider and write on post-it notes:

- > *What characteristics of this person do you love or admire or respect?*
- > *What makes them special and what made them have an impact on you?*
- > *In what ways do you hope to be like them when you are the same age?*
- > *Consider their personality traits, physical characteristics, lifestyle, job and activities that they do.*

Reflect back on the words on the wall from Part 1 of the activity and ask:

- > *Are the words up on the wall representative of the individuals that you admire?*
- > *How would you feel if someone used these words to describe that person?*
- > *Do you see yourself in any of the descriptions on the wall?*



Next slide

3.3 Myth busting common beliefs and perceptions of ageing

Slide reference: #18

3 mins

Unpacking Myths and Stereotypes

Stereotypes are often deeply embedded and unconscious.

Each and every one of us holds stereotypes within us.

Stereotypes are formed at a very young age

They are reinforced through upbringing, life experience, media, pop culture etc.

We are not born ageist, ageism is learned - so it can be unlearned!



To say:

The activity/activities we just went through reflect/s the practice of stereotyping, which is when someone has a set idea about what a particular person or group is like – how they should act, what they should do, how they should look etc.

Stereotypes are often deeply embedded and unconscious, and each and every one of us hold stereotypes within us. All stereotypes can and do have a range of negative impacts.

Stereotypes can be formed—and then reinforced—by a multitude of elements including upbringing, past experiences, the media and pop culture, to name a few. Research shows that children as young as 4 become aware of their culture's age stereotypes and from that age onwards, they internalise and use these stereotypes to guide their feelings and behaviour towards people of different ages. They also draw on these stereotypes to perceive and understand themselves, which can result in self-directed ageism at any age.

We are not born ageist but we learn ageist stereotypes early in life.

But the good news is that just as ageism is learned it can thankfully be unlearned. We just need to be more conscious of it.



Next slide

Slide reference: #19

Myth Busters

Older people are nice but frail with declining competence. 95% of older South Australians live independently at home.



Older people are lonely. Young adults were most likely to agree that they feel lonely.

Older people have poor technology skills. Approximately 70% of older Australians use the internet multiple times a day.



To say:

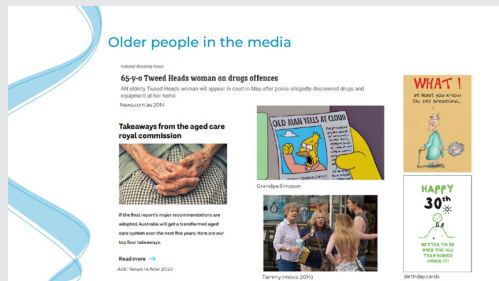
Stereotypes can inform commonly held beliefs and perceptions of older people and ageing. But do these perceptions reflect the reality?

Content	Time
<p>Perception – Older people don't have much agency, agility or vitality. Most won't be able to live independently.</p> <p>Reality - The majority of older South Australians live independently at home (95%) and only one in four people aged 85 years and over reside in care accommodation.</p> <p>Perception – Most older people are lonely.</p> <p>Reality – Research has shown that young adults were actually most likely to agree that they feel lonely.</p> <p>Perception – Older people have poor technology skills</p> <p>Reality – Approximately 70% of older Australians use the internet multiple times a day.</p> <p> Facilitator's note:</p> <p>Research on stereotypes about older people highlights an ongoing perception that older people are likeable, yet ultimately lack competence across a range of markers. Older people are predominantly seen as nice, albeit frail, onlookers to life, that they are passive.</p> <p>The Human Rights Commission What's Age Got to Do With It Report 2021 found that whilst Australians connect older people strongly with positive qualities such as being good listeners they also tend to see older people overall as increasingly frail and unwell, with declining competence or dementia.</p> <p>Survey respondents in the Australian Human Rights Commission research were 3 times more likely to associate loneliness with older people than with other age groups.</p> <p>Despite the assumption that older people are the loneliest age group, This finding is supported by data from the Melbourne Institute in 2020 which showed that younger adults reported the highest levels of feeling depressed or anxious across all age groups.</p> <p>A commonly held misconception is that older people are not up to date with technology. This was reflected in the Human Rights Commission research which found that only 17% of people surveyed thought that older people were up to date with technology. However, the Office of the eSafety Commissioner found that approximately 70% of older Australians use the internet multiple times a day.</p> <p> Next slide</p>	

3.4 Older people in the media

Slide reference: #20

2 mins

**To say:**

Throughout Office for Ageing Well's *Statewide Conversations* over the years (that informed our state plan for ageing well), older people continued to express frustration about their portrayal by media and in popular culture. Representation on television, film, social media and in print media are crucial because they influence our everyday perceptions and interactions, including how we relate to older people, and they shape how we each see ourselves growing old.

**To do:**

Briefly talk through the examples on the slide:

Example 1 – News.com.au 2014 – '65-y-o Tweed Heads woman on drug offences'
– Note the use of the word 'elderly' to describe the 65-year-old woman in the sub-heading of this article. This term is often used in news articles to describe people over 60. Ask participants what they think about the use of this term.

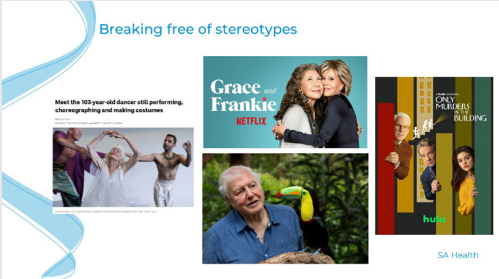
Example 2 - ABC News 14 Nov 2022 - 'Takeaways from the aged care royal commission' - Note that close up images of hands are often used to portray older people in news articles.




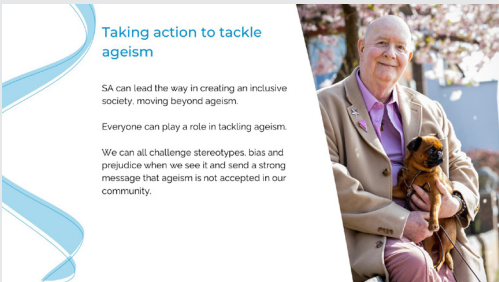


Example 3 – Grandpa Simpson – Depicted as ignorant, forgetful, grumpy and useless, often forgotten by the family in the aged care facility where he lives, the Simpsons lean heavily on stereotypes of older people through Grandpa Simpson and other older characters.

Example 4 - Tammy Movie – This is an example of the lack of roles for older people, particularly women, in Hollywood. Women are often made to look older with make-up etc to portray an older character rather than casting age relevant actors. In the movie Tammy, there is only 24 years difference in age between Melissa McCarthy who plays Tammy and Susan Sarandon who plays Tammy's grandmother, Pearl. Furthermore, there is only 11 years difference between McCarthy and Allison Janney, who plays her mother.

Example 5 – Birthday Cards – Birthday cards often reinforce ageist stereotypes and attitudes under the guise of bringing 'humour' to getting older.

**Next slide**

Content	Time
<h3>3.5 Breaking free of stereotypes</h3>	
<p>Slide reference: #21</p>  <p>To say:</p> <p><i>Most of us get important messages about ageing, like how older people should behave and be treated, from the media.</i></p> <p><i>For younger people, these representations give them a view to their own future. It is therefore critical that older people are represented in authentic and positive ways which challenge stereotypes and promote active ageing.</i></p> <p>To do:</p> <p>Briefly talk through the examples of positive representation of older people in the media.</p> <p>Example 1: Eileen Kramer - Eileen Kramer is an Australian dancer, choreographer, artist and writer – a true creative spirit – born in 1914 and still making art in 2023 at the age of 108. She is often featured in news articles with positive imagery showcasing her talents.</p> <p>Example 2: Sir David Attenborough – Now in his mid-90s, David Attenborough remains one of the most respected broadcasters globally and a role model spanning generations.</p> <p>Example 3: TV show ‘Grace and Frankie’ – Show centres on two women in their late 70s brought together after their husbands suddenly announce that they’re leaving their wives for each other. The series follows Grace, played by Jane Fonda, and Frankie, played by Lily Tomlin, as they face challenges with friends, family, romance, sex, adventure, experimentation, and fun, changing our assumptions about how older people think and act.</p> <p>Example 4 – TV show ‘Only Murders in the Building’ – Steve Martin, Martin Short, and Selena Gomez star as a group of virtual strangers who come together to create a podcast and solve a murder that’s been committed in their building. While we so often see millennials and boomers pitted against each other or burdened with unsavory stereotypes, Only Murders in the Building embraces the generational differences. The friendship between the three main characters is a highlight of the series which also depicts older people’s engagement with current technology and trends.</p> <p>To do:</p> <p>Ask participants to share other examples of positive portrayals of older people in the media.</p> <p>Next slide</p>	4 mins

Content	Time
<p>Slide reference: #22</p>  <p> To do:</p> <p>Play video Break Free of Stereotypes https://www.youtube.com/watch?v=Prc9S0W24P4</p> <p> Next slide</p>	
3.6 Taking action to tackle ageism	
<p>Slide reference: #23</p>  <p> To say:</p> <p><i>The vision for Ageing Well in South Australia is a 'healthy, connected, equitable and sustainable community, which takes a whole of life approach that fosters many years of living well, and supports us to die with dignity in line with our wishes'.</i></p> <p><i>There are over 630,000 residents aged over 50 years, representing over a third (37%) of our state's total population. Older South Australians are from over 200 culturally, linguistically religiously and gender diverse backgrounds. South Australians have an opportunity to lead the way in creating an inclusive society, moving beyond ageism.</i></p> <p><i>To tackle ageism we need to shift the dominant, negative narrative of ageing and older people, taking a strategic and coordinated approach across a range of contexts, including employment, media, policy, service provision and the social norms entrenched in the general community. (SA Plan)</i></p> <p><i>Everyone can play a role in tackling ageism. We can all challenge stereotypes, bias and prejudice when we see it and send a strong message that ageism is not accepted in our community.</i></p> <p><i>After the break, we will talk through some strategies for effectively and respectfully challenging ageist attitudes and behaviors. (Leave this out if delivering Workshop Part 1 as a standalone session)</i></p> <p> Next slide</p>	<p>1 mins</p>

Module timing summary:

20 minutes (30 minutes if 3.2 Uncovering Myths and Stereotypes Part 2 is delivered)



Facilitator's note:

- > Take a 15-minute break here if running Workshop Part 1 and Workshop Part 2 as a full session.
- > If delivering Workshop Part 1 as a standalone session, move to Module 7 Wrap and Close.

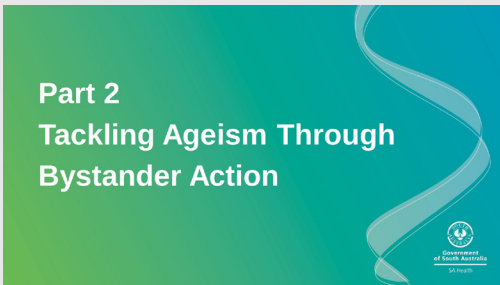
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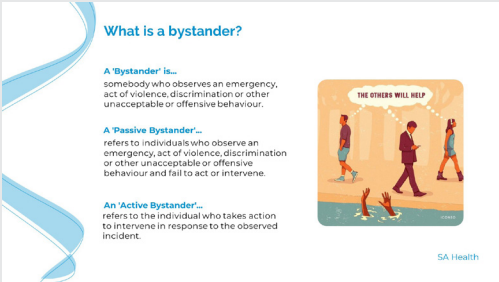

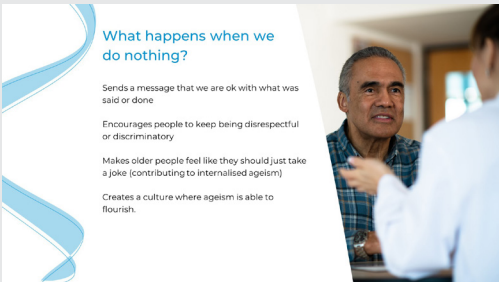







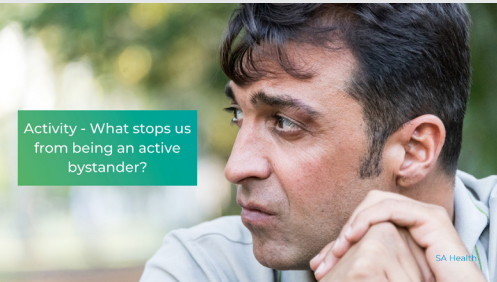

WORKSHOP PART 2 – BYSTANDER ACTION FOR ADDRESSING AGEISM


Module 4. Tackling ageism through bystander action

Time allocated	10 minutes
Module aims	<ul style="list-style-type: none"> > Build understanding of the concept of bystander action. > Explore reasons why people may be reluctant to take positive bystander action. > Explore the benefits of bystander action and what happens when we choose to do nothing.
Learning outcomes	<ul style="list-style-type: none"> > Identify that everyone has a role to play in tackling ageism and promoting positive ageing. (Knowledge) > Begin to feel responsible for taking action to challenge ageism. (Value)
Slide reference	25 - 29

Content	Time
4.1 What is a bystander	
<p>Slide reference: #25</p>  <p>To say:</p> <p><i>There are lot of things we can do to tackle ageism.</i></p> <p><i>One potentially effective way to do this is by being an active bystander for ageing well. We are now going to explore how you can be an active bystander in more detail.</i></p> <p>Next slide</p>	2 mins

Content	Time
<p>Slide reference: #26</p>  <p>What is a bystander?</p> <p>A 'Bystander' is... somebody who observes an emergency, act of violence, discrimination or other unacceptable or offensive behaviour.</p> <p>A 'Passive Bystander'... refers to individuals who observe an emergency, act of violence, discrimination or other unacceptable or offensive behaviour and fail to act or intervene.</p> <p>An 'Active Bystander'... refers to the individual who takes action to intervene in response to the observed incident.</p> <p><i>A bystander is somebody who observes an emergency, act of violence, discrimination, bias or other unacceptable or offensive behaviour.</i></p> <p><i>A 'Passive bystander' refers to an individual who observes an emergency, act of violence, discrimination, bias or other unacceptable or offensive behaviour and fails to act or intervene.</i></p> <p><i>An 'Active bystander' refers to someone who chooses to take action to intervene when they observe an incident.</i></p> <p><i>In order to effectively tackle ageism, we need more people to move from being passive bystanders to active bystanders.</i></p> <p><i>Most people want to be an active bystander to challenge disrespect, discrimination and bias when they see it, but many don't have the knowledge, confidence or skills to feel equipped to act, so they end up doing nothing.</i></p> <p> Next slide</p>	
<p>4.2 Why bystander action?</p> <p>Slide reference: #27</p>  <p>What happens when we do nothing?</p> <ul style="list-style-type: none"> Sends a message that we are ok with what was said or done Encourages people to keep being disrespectful or discriminatory Makes older people feel like they should just take a joke (contributing to internalised ageism) Creates a culture where ageism is able to flourish. <p> To say:</p> <p><i>When we do nothing it:</i></p> <ul style="list-style-type: none"> > <i>Sends a message that we are ok with what was said or done</i> > <i>Encourages people to keep being disrespectful or discriminatory</i> > <i>Makes older people feel like they should just take a joke (contributing to internalised ageism)</i> > <i>Creates a culture where ageism is able to flourish.</i> <p> Next slide</p>	<p>2 mins</p>

Content	Time
<p>Slide reference: #28</p>  <p>What happens when we are active bystanders?</p> <ul style="list-style-type: none"> Sends a message to people being ageist that we're not ok with those attitudes or behaviour Encourages people being disrespectful or discriminatory to consider their behaviour and change their ways Shows older people that we support them and their rights Gives others the confidence to be active bystanders as well Makes ageism unpopular in our community Creates a culture in which ageism is less likely to occur and ageing is celebrated <p>What happens when we are active bystanders?</p> <p> To say:</p> <p><i>But when we are active bystanders we:</i></p> <ul style="list-style-type: none"> > <i>Send a message to people being ageist that we're not ok with those attitudes or behaviour</i> > <i>Encourage people being disrespectful or discriminatory to consider their behaviour and change their ways</i> > <i>Show older people that we support them and their rights</i> > <i>Give others the confidence to be active bystanders as well</i> > <i>Make ageism unpopular in our community</i> > <i>Create a culture in which ageism is less likely to occur and ageing is celebrated.</i> <p> Next slide</p>	
4.3 What stops us from being an active bystander?	
<p>Slide reference: #29</p>  <p>Activity - What stops us from being an active bystander?</p> <p>To do:</p> <p>Ask participants to provide some of the reasons why people might choose not to act to challenge ageism.</p> <p> Facilitator's note:</p> <p>Some common reasons why people may choose not act include:</p> <ul style="list-style-type: none"> > Power imbalance – person they need to challenge is their boss etc. > Don't know what to say or do > Feel embarrassed > Lack of confidence 	5 mins

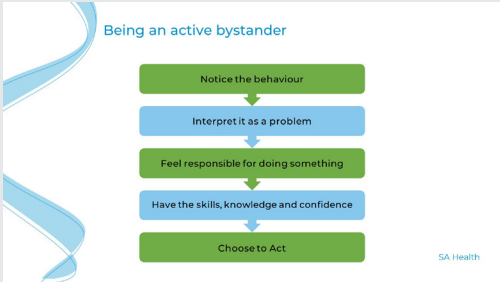
Content	Time
<ul style="list-style-type: none"> > Don't want to get it wrong or make things worse > Don't want people to turn on them > Don't feel like they have the support of others <p>Prompt participants with some of these responses if they are struggling to come up with any themselves.</p> <p> Next slide</p>	

Module timing summary: 10 minutes

[Continue to the next Module](#)

Module 5. Being an active bystander

Time allocated	20 minutes
Module aims	> Provide examples of direct and indirect strategies that participants can use to challenge ageist behaviours and attitudes.
Learning outcomes	> Identify positive bystander actions to take to challenge ageist attitudes and behaviours. (Skill) > Begin to feel responsible for taking action to challenge ageism. (Value)
Slide reference	30 - 42

Content	Time
5.1 Being an active bystander	
<p>Slide reference: #30</p>  <p>To say:</p> <p>Research into bystander behaviour shows there is a chain of events that needs to occur for people to be able to be active bystanders.</p> <p>First, an individual needs to notice the event or behaviour – if you don't see or hear it happen, you won't be able to act.</p> <p>Secondly, you need to interpret it as a problem – that ageist joke that your mate just told, you might have heard it but did you think it was problematic? Or did you find it funny? If you don't find the joke problematic, then you won't be able to be an active bystander for change and will instead likely encourage the behaviour to continue.</p> <p>Thirdly, you need to feel responsible for helping – thinking 'it's none of my business' or 'someone else will say something' is a major factor in people failing to be an active bystander.</p> <p>Then you need to feel like you have the necessary knowledge and skills to act – many people may see problematic behaviour and feel like they need to do something about it but fail to act because they are either scared of the repercussions or simply don't know how to make a positive impact on the situation.</p> <p>Next slide</p>	1 min

Content	Time
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5.2 The Golden Rules

Slide reference: #31 1 min



To say:

Regardless of what way you choose to be an active bystander there are 3 important rules:

Stay Safe: Assess the situation before acting. If you are concerned that you might not be best placed to challenge the behaviour directly then you can consider a more indirect form of being an active bystander, which we will discuss in more detail in a moment. Don't be aggressive, violent or rude, the purpose is to challenge unacceptable behaviour with acceptable behaviour.

Be Active: Do something. Focus on what you can do, don't talk yourself out of action by saying things like 'what's the point, it won't change anything'. Being an active bystander when you see ageism doesn't always have to mean confronting the person displaying the ageist behaviour or attitude face-to-face. It can be great if you can do that in a calm and respectful way, but bystander intervention is about improving the situation and this can include improving the situation in direct and indirect ways. Believe that you can influence others, and they aren't just set in their ways.

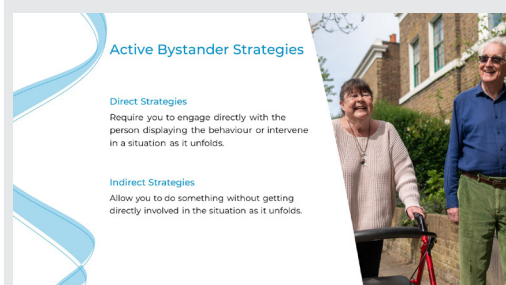
Keep Calm: Always stay calm and try to calm others. The less agitated and confrontational people are the less likely things are to get out of control and the more likely people are to listen. We don't want to escalate a situation.



Next slide

5.3 Active bystander strategies


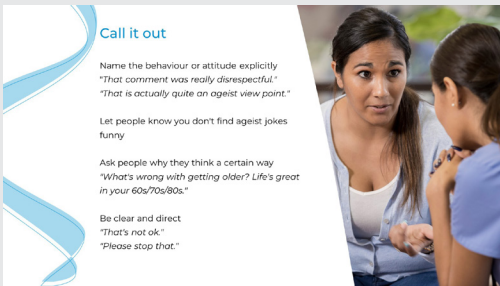



Slide reference: #32 2 min

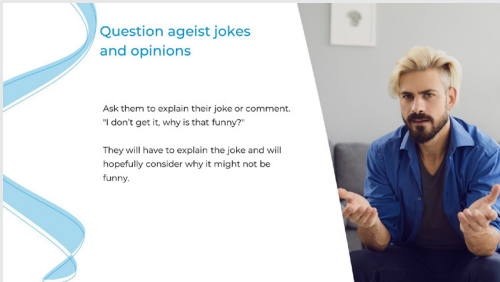


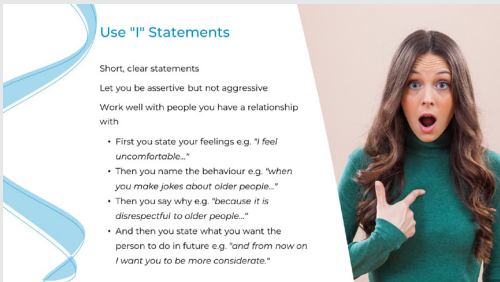




To say:


You can be an active bystander in both direct and indirect ways.


Direct strategies require you to engage directly with the person displaying the behaviour or intervene in a situation as it unfolds.

Content	Time
<p><i>Indirect strategies allow you to do something without getting directly involved in the situation as it unfolds.</i></p> <p>We will go through some of the strategies now in more detail.</p> <p> Next slide</p>	
5.4 Direct bystander strategies	
<p>Slide reference: #33</p> <div data-bbox="161 607 663 891">  <p>Call it out</p> <p>Name the behaviour or attitude explicitly <i>"That comment was really disrespectful."</i> <i>"That is actually quite an ageist view point."</i></p> <p>Let people know you don't find ageist jokes funny</p> <p>Ask people why they think a certain way <i>"What's wrong with getting older? Life's great in your 60s/70s/80s."</i></p> <p>Be clear and direct <i>"That's not ok."</i> <i>"Please stop that."</i></p> </div> <p> To say:</p> <p><i>The following are direct strategies you can take. They require you to either engage with the person displaying the attitude or behaviour or intervene in the situation as it unfolds.</i></p> <p>Call it out</p> <p> To say:</p> <p><i>Calling out ageist attitudes, stereotypes and behaviours is a simple and direct way to demonstrate that you don't think it is ok and so it is not glossed over or ignored.</i></p> <p><i>It helps to name the behaviour or attitude explicitly such as saying 'that comment was really disrespectful' or 'that is actually quite an ageist view point'. If someone says a joke that is ageist you could tell them you don't think it's funny.</i></p> <p><i>If someone expresses an ageist opinion of themselves you could ask them why they think that way and challenge them to think differently eg "what's wrong with getting older? Life's great in your 60s/70s/80s!" This allows you to be clear and direct and at times simply telling someone, that's not ok, is enough to get them to stop or rethink their behaviour.</i></p> <p><i>And calling out the disrespectful behaviour quickly and early can stop the behaviour from becoming more serious and ingrained.</i></p> <p> Next slide</p>	<p>5 mins</p>

Content	Time
<p>Slide reference: #34</p>  <p>Question ageist jokes and opinions</p> <p> To say:</p> <p><i>If someone tells a joke or expresses a viewpoint that is ageist you can ask them to explain their joke or comment. Even something as simple as, if someone makes an ageist joke, just look at them and say "I don't get it, why is that funny?" Then they'll have to explain their joke or at least consider why it might not be funny.</i></p> <p> Next Slide</p>	
<p>Slide reference: #35</p>  <p>'I' Statements</p> <p> To say:</p> <p><i>'I' statements are short clear statements that let you be assertive without being aggressive and they can be great to use if you are not sure what to say or how to phrase it. Starting a sentence with 'I' instead of 'you' helps you talk about difficult feelings, say how the problem is affecting you and stops other people feeling blamed. They are made up of four parts:</i></p> <ol style="list-style-type: none"> <i>1. First you state your feelings e.g. I feel uncomfortable...</i> <i>2. Then you name the behaviour e.g. when you make jokes about older people...</i> <i>3. Then you say why e.g. because it is disrespectful to older people...</i> <i>4. And then you state what you want the person to do in future e.g. and from now on I want you to be more considerate.</i> <p><i>'I' statements can work really well with people who you have a relationship with and who care about how you feel, but can also work with strangers or acquaintances as well. They help frame a situation as something to be workshopped and solved together, instead of sounding like a complaint about the other person, or an attack on their character.</i></p> <p> Next slide</p>	

Content	Time
<p>Slide reference: #36</p> <div data-bbox="161 327 663 609">   </div> <p>Use body language</p> <p> To say:</p> <p><i>Body language can be really influential, don't overlook it. – Sometimes a disapproving look can be simpler and more effective than words, and can make them think twice about saying/doing that again.</i></p> <p><i>Effective body language may look like:</i></p> <ul style="list-style-type: none"> > Disapproving look > Shake of the head > Eye roll > Walk away or change the subject > Not laughing at jokes <p> Next slide</p>	
<p>Slide reference: #37</p> <div data-bbox="161 1249 663 1532">   </div> <p>Bring it home</p> <p> To say:</p> <p><i>Personalising their behaviour can be an effective way of getting a person to consider how their behaviour may impact others and how they would feel if it directly impacted them. It prevents the person from 'othering' or dehumanising the person or group they are being ageist towards.</i></p> <p><i>You could ask "what if someone said that about your father, grandmother etc?" This tactic can help them build empathy and reconsider their behaviour.</i></p> <p><i>In an ideal world, everyone will see all individuals as worthy of respect and dignity, but for some who struggle to empathise, bringing it home can help build a personal connection for them.</i></p> <p> Next slide</p>	

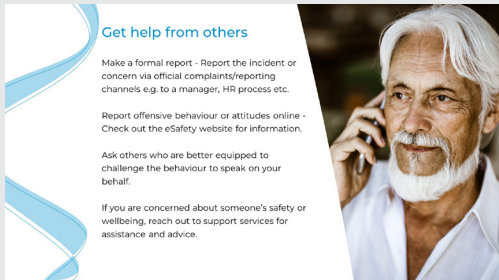
Content	Time
<p>Slide reference: #38</p>  <p>Use the situation or context</p> <p>Refer to workplace policies, codes of conduct or socially accepted norms or culture to challenge behaviour.</p> <p>"You might get in trouble if you say or do that here."</p> <p>"That goes against our policy, I wonder what HR would think of that."</p> <p>"Our centre/workplace respects all ages, we don't say that here."</p> <p>Use the situation or context</p> <p> To say:</p> <p><i>If you are at a workplace or another institution like a community centre, health service or recreation centre, you could refer to policies, codes of conduct or socially accepted norms or culture to challenge behaviour.</i></p> <p><i>You could say things like</i></p> <ul style="list-style-type: none"> > "You might get in trouble if you say or do that here." > "That goes against our policy, I wonder what HR would think of that." > "Our centre/workplace respects all ages, we don't say that here." <p> Next slide</p>	
<p>Slide reference: #39</p>  <p>Start a conversation</p> <p>Ask about beliefs and values "Why do you say that?" "Why do you do that?"</p> <p>Reframe the intervention as caring and less critical "I think you're great and can do many wonderful things."</p> <p>Raise a concern before it becomes a bigger issue "I'm concerned with how you speak to your parents etc."</p> <p>Be constructive - you're not trying to start a fight. Create an opening for discussion.</p> <p>Direct Strategies – For people you know</p> <p>Start a conversation</p> <p> To say:</p> <p><i>Talking to your friends, family or colleagues about the impacts of ageism can be really powerful.</i></p> <p><i>If someone you know is displaying ageist attitudes or behaviours you could engage them in a conversation about their beliefs or behaviours. You could also use this strategy to challenge self directed ageist beliefs with individuals.</i></p> <p><i>In the moment you could ask them "why do you say that", "why do you do that". If you make sure you come across as more of a conversation starter, than an accusation, then it can make them think about their behaviour, which can help them realise it's not ok.</i></p>	

Content	Time
<p>By starting a conversation it also allows you to communicate that their attitudes or behaviour are not on, and if the person you are talking to doesn't feel like they are being attacked, then they may be more likely to listen to your point of view.</p> <ul style="list-style-type: none"> > Reframe the intervention as caring and less critical "I think you're great and can do many wonderful things" > Be constructive - you're not trying to start a fight > Create an opening for discussion. > Raise a concern before it becomes a bigger issue. "I'm concerned with how you speak to your parents etc." <p> Next slide</p>	

5.5 Indirect bystander strategies

Slide reference: #40

4 min



Get help from others

- Make a formal report - Report the incident or concern via official complaints/reporting channels e.g. to a manager, HR process etc.
- Report offensive behaviour or attitudes online - Check out the eSafety website for information.
- Ask others who are better equipped to challenge the behaviour to speak on your behalf.
- If you are concerned about someone's safety or wellbeing, reach out to support services for assistance and advice.

Indirect strategies



To say:

The following are indirect strategies that you can use. They allow you to do something without getting directly involved in a situation that may potentially be unfolding in real time and you're not sure what to do.

Some of these strategies are focused on the pointy end of ageism, when it is clearly discrimination or you have concerns about the possibility of it leading to abuse or mistreatment of an older person.

Get help







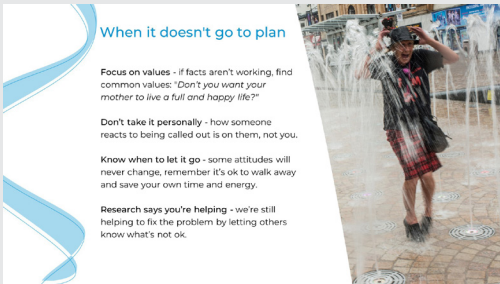



To say:

Getting help from someone who might be more capable of intervening effectively can be a great way to positively impact the situation. At times getting help from another person better suited to the task may be the most effective course of action and that is ok. It isn't about passing the buck, it is about identifying who is best suited to the task.

Getting help could look like:

- > *Make a formal complaint - Report the incident or concern via official complaints/reporting channels e.g. To a manager, HR process etc.*
- > *Report offensive behaviour or attitudes online - Check out the eSafety website for information on how to report offensive behaviour on different apps.*

Content	Time
<ul style="list-style-type: none"> > Ask others who are better equipped to challenge the behaviour to speak on your behalf e.g. A friend of the person displaying the behaviour, another family member, a manager or senior colleague etc. > If you are concerned about someone's safety or feel they may be at risk of abuse you can reach out to support services for assistance and advice like the Adult Safeguarding Unit. <p> Next slide</p>	
<p>Slide reference: #41</p> <div data-bbox="161 665 663 947">  <p>Support older people and others being active bystanders</p> <ul style="list-style-type: none"> Ask if they are ok and let them know they are not alone. Acknowledge the disrespect for what it is: out of line, not cool, ageist, limiting etc. Let them know you will support them if they want to report an incident or make a complaint. Save screenshots, emails or interactions of disrespect. Listen supportively. Provide information about resources available. Show support to others who are being active bystanders. </div> <p>Support older people and others being active bystanders</p> <p> To say:</p> <p><i>In this situation you can support the person or group who is/are being disrespected or discriminated against.</i></p> <ul style="list-style-type: none"> > You can reach out to the person experiencing ageism to ask if they are ok and let them know they are not alone. > Acknowledge the disrespect for what it is: out of line, not cool, ageist, limiting etc. Let them know you weren't ok with it and you have their back. > Let them know you will support them if they want to report an incident or make a complaint. > Save screenshots, emails or interactions of disrespect in case they're needed to report. > Listen supportively – sometimes the person will just want to talk about it and that is ok. At least they know you have their back. > Provide information about resources available – Adult Safeguarding Unit, 1800 RESPECT, Lifeline etc. > Show support to others who are being active bystanders. If someone speaks up, support them and enforce the message that the behaviour and attitudes are not tolerated. <p> Next slide</p>	

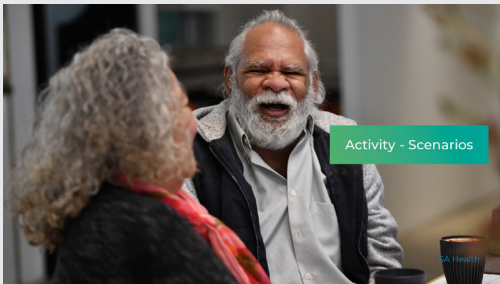

Content	Time
5.6 When it doesn't go to plan	
<p>Slide reference: #42</p> <div data-bbox="161 392 663 674">  <p>When it doesn't go to plan</p> <p>Focus on values - if facts aren't working, find common values: "Don't you want your mother to live a full and happy life?"</p> <p>Don't take it personally - how someone reacts to being called out is on them, not you.</p> <p>Know when to let it go - some attitudes will never change, remember it's ok to walk away and save your own time and energy.</p> <p>Research says you're helping - we're still helping to fix the problem by letting others know what's not ok.</p> </div> <p> To say:</p> <p><i>Being an active bystander may not always go to plan and that is ok. When it doesn't go to plan there a few things to remember</i></p> <p><i>Focus on values - If facts aren't working, find common values people can get behind, like family, fairness or safety: "Don't you want your mother to live a full and happy life?"</i></p> <p><i>Don't take it personally - How someone reacts to being called out is on them, not you.</i></p> <p><i>Know when to let it go - Some attitudes will never change no matter how hard we try, remember it's ok to walk away and save your own time and energy.</i></p> <p><i>Research says you're helping - Even if the person we call out doesn't respond well, research shows we're still helping to fix the problem by letting others know what's not ok.</i></p> <p> Facilitator's note:</p> <p>This information was adapted from the 'Doing Nothing Does Harm' campaign by Our Watch (https://www.doingnothingdoesharm.org.au/) which focuses on bystander action to challenge disrespect towards women, however the strategies are adaptable to challenging other forms of disrespect and discrimination including ageism.</p> <p> Next slide</p>	<p>2 min</p>


Module timing summary: 20 minutes


Move to the next Module

Module 6. Putting it into practice

Time allocated	35 minutes
Module aims	<ul style="list-style-type: none"> > Provide an opportunity for participants to consider how they would apply the strategies provided in Module 5 to real world scenarios. > Provide space for participants to discuss their approach with other participants to gain insight into different perspectives.
Learning outcomes	<ul style="list-style-type: none"> > Identify that everyone has a role to play in tackling ageism and promoting positive ageing. (Knowledge) > Identify positive bystander actions to take to challenge ageist attitudes and behaviours. (Skill) > Begin to feel responsible for taking action to challenge ageism. (Value) > Commit to the importance of taking action to challenge ageist attitudes and behaviours in institutions, community, family and social networks. (Value)
Slide reference	43

Content	Time
6.1 Putting it into practice - Scenarios	
<p>Slide reference: #43</p>  <p> To do:</p> <p>Hand out Scenarios and ask group to complete in small groups (4 – 5 participants per group)</p> <p>Ask the groups to read through their scenario and consider what action they would take if they were in the scenario.</p> <p>Advise groups that they should consider which action/s they feel they WOULD take in the scenario, rather than selecting the action they feel they SHOULD take. This is their chance to be reflective and consider how confident they are to respond in a variety of ways.</p> <p>Advise the groups that they do not need to reach consensus and each person in the group may choose a different response.</p> <p>Advise that there are some options for possible actions listed on the handout which they may choose from but the list is not exhaustive and they may also come up with alternative actions or responses that they feel are more suitable.</p>	35 min

Content	Time
<p>Encourage groups to consider as part of their discussion:</p> <ul style="list-style-type: none"> > How do you feel reading/ hearing this? > Can you identify any ageist elements? > Have you witnessed this type of scenario before? (don't use names when discussing) > What have you done in the past? > Would you have done anything differently? > What might stop you from taking the action that you think is needed or helpful? <p>Return to the larger group and ask groups to report back on discussion. Allow at least 15 minutes for reporting back.</p> <p>Questions to consider with the larger group:</p> <ul style="list-style-type: none"> > Did you all agree on the action you would take? > How did it differ? > What things did you consider in making your decision? > Is there anything that would stop you from taking this action? <p> Facilitator's note:</p> <p>Additional considerations for Scenario 1 – Workplace Example (Institutionalised ageism)</p> <ul style="list-style-type: none"> > Stereotypes about older workers can greatly influence decisions made during recruitment and in the workplace however the Age Discrimination Act 2004 (ADA) prohibits age-based discrimination. It is unlawful to discriminate on the basis of age when advertising jobs, during recruitment and selection processes; when making decisions about training, transfer and promotion opportunities; and in the terms, conditions and termination of employment. The Act also applies to other areas of public life including education, getting, or using services or renting or buying a house. > Comments such as these can damage every aspect of life from mental health (diminished value/self-esteem can lead to internalised ageism) to financial security. > There are ways we can challenge the often embedded ageist culture of workplaces (norms, language, and practices) that diminish the rights of older people. In this scenario the colleague's comment could be perceived as their own internalised ageist views. Research shows that intergenerational activities (including work) have great benefits for all generations and workplace productivity. <p>Additional considerations for Scenario 2 – Family Example (Interpersonal ageism)</p> <ul style="list-style-type: none"> > Melanie doing things for her Dad, Nigel, he may want to do things himself therefore may feel 'helped' vs asking for help. He may not feel heard which may lead to feeling invisible (e.g., Melanie talking to receptionist vs Nigel). > Interpersonal ageism can lead to abuse or neglect as people's rights and freedoms are diminished over time based on judgements about age and therefore ability. (e.g., paying Nigel's bills for him, telling him which card to use, Melanie wanting to tell the doctor what she thinks her Dad's needs, that Nigel shouldn't be seeing his friends so late (social isolation/control). 	


Content	Time
<p>> All of the above can lead to slow and subconscious internalised ageism – Nigel may eventually accept the views of others that he is ‘old, needs help, may be forgetting things’.</p> <p>Additional considerations for Scenario 3 – Self Example (Internalised ageism)</p> <p>> Notice the language used: ‘too old, we’re over 60 now, dinosaur and seniors’ moment. Across the life course it can be easy for ageist stereotypes to find their way into our own language, even about ourselves. Individuals may self-identify as being ‘too old’ holding unconscious negative beliefs about themselves or age and they may change their behaviour accordingly. e.g., May not participate, unsubscribes from newsletter etc. How could you challenge your friend’s language in a supportive way? Moving from exclusion to inclusion and encouraging them to participate.</p> <p>> When individuals feel they are unable ‘to keep up’, they may see this as an individual failure and a logical consequence of being old or a normal part of ageing rather than a social inclusion issue.</p> <p>> When we don’t challenge stereotypes such as ‘too old to perform’, can lead to unchallenged discrimination in all sorts of settings. Emphasise importance of intergenerational programs, age friendly environments and policies that help make it ‘normal’ to challenge these ideas.</p> <p>> Evidence suggests internalised ageism can have far-reaching consequences, such as worse health and well-being outcomes, and even an increased likelihood of (earlier) mortality.</p> <p> Next slide</p>	1 min

Module timing summary: 35 minutes

Move to the next Module

Module 7. Final wrap and close

Time allocated	10 minutes
Module aims	<ul style="list-style-type: none"> > Establish a call to action for participants to take away. > Wrap up workshop and allow participants to reflect on the session. > Note where to go for further information and resources.
Learning outcomes	<ul style="list-style-type: none"> > Commit to the importance of taking action to challenge ageist attitudes and behaviours in institutions, community, family and social networks. (Value)
Slide reference	44 - 47

Content	Time
7.1 Reflection	
<p>Slide reference: #44</p>  <p>To do:</p> <p>Ask the group to reflect back on the first activity they did today ('where do you stand?' activity), and ask them to consider whether they would stand in the same positions or would they stand somewhere different?</p> <p>Ask them to consider if they learned something today that surprised them?</p> <p>Ask one or two participants to volunteer to provide reflection if there is time.</p> <p>Next slide</p>	2 min

7.2 Call to action

Slide reference: #45

1 min

**To say:**

Following on from today's workshop here are some actions we encourage you to take.

- > *Use an 'ageism lens' to spot ageism in your everyday life – in your community, your workplace, in the media, in advertising, in the way your family and friends talk or joke and in how you talk and feel about yourself*
- > *Spread the Word - Talk to your friends, family and colleagues about what you have learned today*
- > *Don't stop learning - Find evidence-based resources, read and engage with information and reach out to allies for support*
- > *Make a Commitment - Commit to challenging your own potential bias, language and critical thinking when you see the opportunity and be part of the change in your community. Commit to ensuring older people in your lives are part of consultation and included in decision-making. Value and celebrate the older people in your life.*
- > *Take action* - Put these strategies into action to address inequalities and discrimination in your everyday life*

**Facilitator's note:**

*If delivering Workshop Part 1 as a standalone session, remove the final point 'Take action' from the slide as this applies to strategies explored in Workshop Part 2.

**Next slide**

Content	Time
7.3 Further information and resources	
<p>Slide reference: #46</p>  <p>Facilitator's note: Opportunity to add extra information about the delivering organisation e.g., Office for Ageing Well or City of Adelaide here.</p> <p>To do: Provide an overview of useful resources in goodie bags. Ask participants to take them with them.</p> <p>Next slide</p>	2 mins
7.4 Questions, evaluation and close	
<p>Slide reference: #47</p>  <p>To do: Open up to any questions from participants. Ask participant to complete the post-workshop survey and return to the facilitator before they leave. Thank participants for attending.</p> <p>Facilitator's note: Provide additional contact information as appropriate.</p>	

Module timing summary: 10 minutes

End of session

WORKSHOP RESOURCES

The following resources should be printed for use in the workshop

Resource	Print requirements	Number required for a workshop with 30 people
Resource 1: Scenarios 1, 2 and 3	Print single sided	3 copies of each scenario – 1 between 3-4 people
Resource 2: Pre and Post Workshop Evaluation Forms	Print double sided with the pre survey on one side and the post survey on the flip side	30 copies – 1 per person
Resource 3: Take home resource	Print double sided	30 copies – 1 per person
Slide deck	Print 3 slides per page with space for participants to write notes, double sided and stapled	30 copies – 1 per person
1.5 Group Agreement	Group Discussion	2 mins
1.6 Support Services	Presentation	

Scenario 1

You are part of a hiring panel at your workplace and are working with the team to shortlist candidates for a role. You put forward one of the candidates who seems to have extensive experience in the field and aligns well with the selection criteria.

One of your colleagues says that they aren't sure about the candidate because "from their job history it looks like they might be getting close to retirement so is it worth pursuing this candidate if we are just going to have to recruit again in the near future?"

TRAIN OF THOUGHT – consider the following in your discussion:

- > How do you feel reading/ hearing this?
- > Can you identify any ageist elements?
- > Have you witnessed this type of scenario before? (don't use names when discussing)
- > What have you done in the past?
- > Would you have done anything differently?
- > What might stop you from taking the action that you think is needed or helpful?

WHAT ACTION WOULD YOU TAKE?

1. None. They are probably right and it would just be more work in the long run.
2. Roll your eyes and shake your head
3. After the meeting, tell the HR manager that you feel the panel were being discriminatory in their decision-making and it should be reviewed
4. Speak up at the time and say that this is discrimination and that shouldn't be a reason for the candidate to not be considered
5. Have a quiet word to the colleague after the meeting and let them know that this rationale for not considering a candidate was inappropriate and you'd like them to talk to the group about reconsidering.
6. Other..?

Scenario 2

Your mother Melanie visits her father Nigel once a fortnight to check in, help him pay bills online and takes him to appointments. This week you tag along to the appointments as the three of you are going to have some lunch afterwards. Nigel is booked with his GP (doctor) of 10 years. At the clinic, the receptionist asks Melanie for Nigel's date of birth. Melanie replies "Dad's 78, born 1st September 1944". Nigel goes in himself to see the GP. When it's time to pay at the reception, you notice Melanie points to which card she thinks Nigel should use.

Leaving the clinic, Melanie tells her dad that she wants to see the GP with him next time as she is worried that he may be forgetting to mention things. "All I needed was a script" Nigel laughs. "I know Dad, but you're not getting any younger, you should just let me help" says Melanie.

TRAIN OF THOUGHT – consider the following in your discussion:

1. How do you feel reading/hearing this?
2. Can you identify any ageist elements?
3. What impact could ageism have on those in the scenario?
4. Have you witnessed this type of scenario before? (don't use names when discussing)
5. What have you done in the past if you have witnessed a similar scenario?
6. What might you do differently?
7. What might stop you from taking the action that you think is needed or helpful?

WHAT ACTION WOULD YOU TAKE?

1. None. Your mother knows what your grandad needs and she is doing her best to help him.
2. Speak up at the time and let your mother know that her behaviour was ageist.
3. Say in the moment, "I think grandad has this sorted mum. He's been seeing his GP for 10 years now. He will ask for help if he needs it, right grandad?"
4. After you drop Nigel home, start a conversation with your mother, letting her know that you felt she was trying to do too much for Nigel and that you were worried she might be limiting his independence.
5. Ask Nigel privately after the appointment, "I notice mum is trying to do a lot of things for you. How do you feel about that? Would you like me to speak to her about it?"
6. Other..?

Scenario 3

You and a friend are catching up and they mention an exciting new performing arts program was emailed to them this week as they are a subscriber to Adelaide Festival Centre newsletter.

Your friend tells you that this program is new, something they have always been interested in and that they would've loved to get involved if they were younger.

You ask them if they are going to give it a go and your friend responds, "Well, we're over 60 now, I'm not going to be able to keep up with the young ones, they'll think I'm a dinosaur when they see me walking in! I don't see the point."

TRAIN OF THOUGHT – things to consider in your discussion

1. How do you feel reading/hearing this?
2. Can you identify any ageist elements?
3. What impact could ageism have on those in the scenario?
4. Have you witnessed this type of scenario before? (don't use names when discussing)
5. What have you done in the past if you have witnessed a similar scenario?
6. What might you do differently?
7. What might stop you from taking the action that you think is needed or helpful?

WHAT ACTION WOULD YOU TAKE?

1. Agree with them. They are probably right, they won't be able to keep up.
2. Roll your eyes and shake your head.
3. Say, "But you love performing! You should absolutely give it a go."
4. Ask them why they feel that way.
5. Say, "I think there is some ageism creeping in here. There is no age limit on doing something you love. If you want to get involved, you should absolutely do it."
6. Other..?





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