

How do you imagine yourself when you are an older person?

Summary

This activity focuses on detecting and reflecting on negative stereotypes associated with older people. The dynamic is based on the viewing of advertising on television where a discriminatory and stereotyped image of older people is being displayed. After analysing an ad and becoming aware of the social problems associated with ageism, participants will create sound pieces that will be broadcast on local radio stations.

Aims

- To know the variety of stereotypes of older people and to detect ageist behaviour in order to avoid and eradicate it.
- Despite the media's image of older people, they are collectively diverse, competent and productive.
- Stereotypes and ageist behaviour generate a feeling of nullity in older people, damaging their physical and mental health.
- To eradicate unfair and unfounded thoughts about older people through an awareness campaign on radio stations with information.

Participants

Adults from different social and cultural backgrounds, journalists, social workers, social educators

Method

A discussion is promoted through the demonstration and analysis of audio-visual pieces. Afterwards, some scripts are written, voices are recorded, the audios are edited, and participants listen to the sound pieces.

Source

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Keywords

media, advertising, elderly, stereotypes, ageism

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Description

At the beginning of the session, the trainer establishes a dialogue with the participants, the main theme: older people. The aim is to evaluate the degree of proximity and knowledge that adults have about older people. In order to encourage dialogue, the following questions can be asked: How many older people do you know? How many older friends do you have? Do you observe older people when you walk down the street? What is an older person for you? How do you imagine yourself when you are an older person?

The teacher then develops the concept of ageism and its manifestations (semantic, institutional, behavioural, etc.). The concept of negative stereotypes associated with older people is also being addressed: their typology and how this image is disseminated in the media. In the latter case, the teacher projects some examples of ageist behaviour and stereotyped images of television advertising.

At the end of the presentation, a discussion group begins with the stereotypes in the advertisements displayed. In addition, with the opinions and suggestions of the participants, a decalogue will be drawn up on the good treatment of older people by the media.

The last part of the session focuses on the creation of three sound pieces, between 1 and 2 minutes each, for an awareness campaign on ageism and stereotypes of older people. The participants will have to elaborate the scripts, record the voices, including the sound effects and the music and carry out the edition. The goal is the broadcast of these pieces on local public, private and community radio stations and social media.

Material

For the trainer: computer, internet access and sound, screen and projector. For participants: paper and pen, computer, internet access and sound and *Audacity* software.

Advice for Facilitators

In this kind of training experiences, it is very enriching to invite older people to join the discussion group and the creation of sound pieces. In this sense, older people contribute with their own testimony and an intergenerational relationship takes place.

Handout

Yes

Category: Communication, Group size: Small group, Duration: 120 min

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