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Ageing Well

WP3/ A1- Activity 2

Module A: Awareness of age discrimination/stereotypes

INFODEF

Lesson Plan 1: Understanding Age Discrimination





## Overview of the module

This module introduces the concept of age discrimination and stereotypes, focusing on how they negatively impact older adults in various settings. It raises awareness of both overt and covert signs of ageism and provides strategies for recognizing and addressing these biases to foster more inclusive and respectful interactions with the elderly.

### Objectives

1. Define age discrimination and age-related stereotypes.
2. Identify both overt and covert signs of age discrimination in various contexts.
3. Understand the negative effects of ageism on older adults' mental health and well-being.
4. Recognize common age-related stereotypes and challenge them with facts.
5. Develop strategies to prevent and address age discrimination in personal and professional interactions with older adults.
6. Foster a more inclusive and respectful attitude toward aging in their communities and workplaces.

## Lesson Plan Title: Understanding Age Discrimination

### Objective:

To introduce the concept of age discrimination and its impact on the elderly through experiential exercises and to provide strategies to address them.

**Duration:** 60 minutes in total (including all activities)

### Activities:

- o Activity 1: Role-Playing Exercise (20 minutes)
- o Activity 2: Small Group Activity - Identifying Stereotypes (20 minutes)
- o Activity 3: Video Case Study (20 minutes)



Materials needed:

**Activity 1:**

- ✓ Pre-written role-play scenarios.
- ✓ Name tags for role-playing participants.

o **Activity 2:**

- ✓ [Pre-written scenarios with embedded stereotypes.](#)
- ✓ Flip charts and markers

o **Activity 3:**

- ✓ Short video on age discrimination (3-5 minutes).  
<https://youtu.be/UYCxAlqjyCA?si=lcZO7Xz1gYPQh7lo>  
<https://youtu.be/pweTKlMB4RM?si=BkPKQxalPaUz64YI>
- ✓ Projector and screen.

Learning outcomes:

By the end of this lesson, participants will be able to:

- o Identify Key Aspects of Age Discrimination
- o Analyze Emotional and Social Impacts
- o Develop and Propose Anti-Discrimination Strategies
- o Engage in Empathetic and Solution-Oriented Discussions



List of sources and references related to the activity (APA style):

Eurostat. (2020). Age Discrimination in the European Union: Key Statistics.

Smith, J. (2019). Role-Playing as a Tool for Understanding Discrimination. *Journal of Experiential Learning*, 18(2), 121-135.

Jones, M. (2021). Stereotypes and Ageism in Modern Society. *Social Psychology Quarterly*, 84(1), 33-47

Parker, L. (2020). Visual Case Studies on Ageism. *The Gerontologist*, 60(3), 541-552.



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Activity 1: Role-Playing Exercise

Group Activity



**Title of the activity:** Role-Playing Exercise

**Short description of the theoretical context of the activity (up to 150 words):**

Role-playing can create a powerful experiential learning environment. Participants simulate real-life scenarios involving age discrimination to develop empathy and awareness of the issue. It encourages reflection on personal biases and societal norms.

**Aims and objectives of the activity:**

- o Recognize instances of age discrimination in everyday situations.
- o Reflect on emotional and psychological impacts on the elderly.
- o Develop strategies to respond to age discrimination.

**Materials Needed:**

- o [Pre-written role-play scenarios.](#)
- o Name tags for role-playing participants.

**Duration of the activity:**

20 minutes

**Description of the process of the activity:**

Role-playing is a dynamic learning strategy that immerses participants in real-life scenarios, enhancing empathy and awareness surrounding age discrimination. This activity prompts participants to confront their biases and reflect on societal norms that contribute to ageism. Participants will identify age discrimination instances in various contexts, reflect on the emotional consequences for the elderly, and brainstorm effective strategies for addressing such discrimination. Participants will be divided into pairs each receiving a pre-written scenario that depicts age discrimination (e.g., in job interviews or healthcare settings). After 5 minutes of preparation, groups will perform their scenarios for 2-3 minutes each, followed by a group discussion highlighting key insights and lessons learned.



- o Step 1. Divide participants into pairs or small groups.
- o Step 2. Provide each group with a scenario where age discrimination is occurring (e.g., job interviews, healthcare settings).
- o Step 3. Allow groups 5 minutes to read the scenarios and prepare their phrases. Then 2-3 minutes to act out their scenario. If any of the pairs plays the scenario in less than 2-3 minutes they can reverse the roles and replay it, you can ask them to reverse the roles.
- o Step 4. After each role-play, lead a group discussion on the key takeaways and what they learned about discrimination and its impact.

#### Variations of the activity, if any:

- o Involve audience members in providing alternative, positive responses during the role-play. Some prompts:
  - "Imagine you're in this character's shoes. What is one thing you might say?"
  - "Let's consider a different response!"
  - "What other words or tone could be used here?"
  - "If you wanted to change the outcome of this interaction, what would you do?"
- o Adjust the scenarios to reflect different cultural contexts.

#### Tips and recommendations:

- o Choose scenarios relevant to the group (e.g., workplace, social services).
- o Encourage participants to reflect on how the elderly may feel in these situations by sharing how they have felt during the role-play.

#### List of sources and references related to the activity (APA style):

Smith, J. (2019). Role-Playing as a Tool for Understanding Discrimination. *Journal of Experiential Learning*, 18(2), 121-135.

#### Lesson 1. Activity 1. Pre-written scenarios



### Scenario 1: Job Interview Discrimination

- **Context:** An older adult is interviewing for a job and is well-qualified with years of experience. However, the interviewer seems to be focusing more on the candidate's age rather than their qualifications.

- **Roles:**

1. **ROLE 1 Interviewer:** A younger recruiter who subtly questions the candidate's ability to keep up with new technologies and adapt to the fast-paced environment. Some prompts:

To subtly question the candidate's adaptability without directly mentioning age.

**"We're a fast-paced company that embraces new technologies regularly. How comfortable are you with quickly adapting to new systems and tools?"**

To imply that the candidate's age may limit their familiarity with modern tools.

**"Our team is always experimenting with the latest tools and methods. How do you stay up-to-date in such a rapidly evolving field?"**

To subtly suggest that age might be a barrier to connecting with a younger team.

**"The position requires extensive collaboration with a young, dynamic team. How would you fit into that kind of environment?"**

2. **ROLE 2 Candidate:** An older adult (55+ years old) who has experience and the necessary skills for the job but feels like the interview is focusing too much on their age. Some prompts:

To assure the interviewer that age has not hindered adaptability or willingness to learn.

**"I've had a long career where I've frequently adapted to new technologies and changes in the industry, including [specific tools or technology]. I find that continuous learning has been essential to my success."**

To highlight recent efforts to stay updated and relevant, countering assumptions about age.

**"I make a habit of staying current by engaging with industry publications, attending webinars, and completing training courses. For example, I**



**recently completed [relevant training or certification]. I find that it keeps me well-prepared for dynamic environments."**

To address the implied concern about working with a younger team and demonstrate adaptability and teamwork.

**"Working with diverse teams has been a major part of my career. I've found that with experience comes the ability to mentor and learn from others, regardless of their age. I look forward to contributing to your team in the same way."**

- **Objective:**
  - The **Interviewer** needs to subtly question the candidate's ability based on age without being too obvious.
  - The **Candidate** should address the interviewer's concerns professionally and advocate for their skills and experience while recognizing the subtle age discrimination.



## Scenario 2: Healthcare Setting Discrimination

- **Context:** An older adult is visiting a doctor's office for a health issue, but the doctor seems to dismiss their concerns as just "part of aging" and doesn't take them seriously.
- **Roles:**
  1. **ROLE 1 Doctor:** A healthcare professional who believes many of the elderly patient's complaints are typical signs of aging and doesn't require further investigation. Some prompts:

To imply that the patient's symptoms are simply age-related and don't require further attention.

**"It's very common to experience these kinds of aches and pains as we get older. They're usually nothing to worry about."**

To subtly suggest that the patient should expect certain limitations with age rather than addressing the issue.

**"Many patients your age find that slowing down a little can help ease these symptoms. Have you considered taking it easy and adjusting to these natural changes?"**

To minimize the patient's concern by categorizing symptoms as "normal" for their age, rather than exploring them further.

**"I understand it can be frustrating, but at your age, it's often normal to feel more fatigued or to experience minor discomforts. These are generally just part of the ageing process."**

2. **ROLE Patient:** An elderly person (70+ years old) who feels their symptoms are being overlooked and minimised due to their age. Some prompts:

To assert the need for further investigation without directly challenging the doctor's bias.

**"I understand that ageing comes with changes, but these symptoms feel different from what I've experienced before. I'd really appreciate a closer look to understand what might be going on."**



To communicate how symptoms are impacting quality of life and subtly push for a more thorough evaluation.

**"While I know some things change with age, I'm concerned because these issues are affecting my daily life more than they used to. Could we explore some tests to rule out other possibilities?"**

To respectfully advocate for additional attention, emphasising the unusual nature of the symptoms given their personal health history.

**"I've been fairly healthy, so these symptoms feel unusual for me. I'd feel much more at ease if we could investigate a bit more to be sure nothing else is going on."**

- **Objective:**
  - The **Doctor** should demonstrate subtle bias by downplaying the patient's concerns.
  - The **Patient** should express frustration at being dismissed and advocate for proper care and attention without directly accusing the doctor of age discrimination.



### Scenario 3: Workplace Technology Training

- **Context:** A company is introducing new technology systems, and an older employee feels excluded during the training sessions. The trainer, a younger colleague, assumes the older employee won't be able to grasp the new technology and doesn't engage them as much as the younger staff.

- **Roles:**

1. **ROLE 1 Trainer:** A younger colleague leading the technology training who assumes the older employee might struggle to keep up and therefore offers them less attention and support.

To downplay the complexity for younger employees while implying that older employees might struggle more.

**"This part can be a bit complex for some, so if anyone needs extra help, feel free to ask—though it should be pretty straightforward once you get the hang of it."**

To hint that some may need additional time without directly offering extra support to the older employee.

**"I'll just focus on the basics for now, but if anyone feels comfortable, we'll move on to the advanced features next. Some of you might pick it up faster, and that's totally okay!"**

To imply that the older employee might need more time or won't follow along as quickly as younger colleagues.

**"This training is designed to be self-paced, so don't worry if you're not keeping up exactly with the rest. Just let me know if there's something you're stuck on."**

2. **ROLE 2 Older Employee:** A long-time employee (60+ years old) eager to learn the new system but feels ignored and underestimated during the training session.

To assert a desire to learn thoroughly and request more engagement from the trainer without sounding defensive.



**"I'm very interested in understanding how these features work. Could you show me that last step one more time? I want to be sure I'm following it correctly."**

To convey eagerness to understand and subtly prompt the trainer for more inclusive support.

**"I think I've got the basics, but I'd like to dig a little deeper into how it all connects. Could I get a bit more guidance here?"**

To proactively seek equal attention and underscore a commitment to learning the technology.

**"It's really important to me to be as proficient with this new system as everyone else. If you notice I'm missing something, please let me know—I want to keep up."**

- **Objective:**
  - The **Trainer** should subtly demonstrate bias by assuming the older employee can't easily adapt to the new technology.
  - The **Older Employee** should try to actively engage and ask for the support they need while addressing the trainer's dismissive attitude.



#### Scenario 4: Retail Customer Service

- **Context:** An older customer is shopping for a smartphone, but the salesperson assumes the customer doesn't understand technology and pushes them toward less advanced models without fully explaining the features of higher-end devices.

- **Roles:**

1. **ROLE 1 Salesperson:** A young employee at a retail store who assumes that an older customer is not tech-savvy and tries to sell them simpler, outdated models.

To subtly suggest simpler models, assuming the customer wants basic features only.

**"We have some easy-to-use models that are perfect for basic calling and texting, if that's what you're looking for."**

To imply that advanced features might be too complex for the customer without explicitly saying so.

**"I'd recommend this model—it's straightforward and has everything you need without the extra complexities of the higher-end options."**

To steer the customer toward a less advanced option, assuming simplicity is a priority.

**"This one has a very user-friendly interface, so it's ideal if you're just looking for something simple."**

2. **ROLE 2 Older Customer:** An older person (65+ years old) who is tech-savvy and looking for a high-end smartphone but feels underestimated by the salesperson.

To express interest in advanced features and direct the conversation toward high-end options.

**"Actually, I'm interested in something with a high-quality camera and a fast processor. Could you show me your latest models?"**

To assert familiarity with advanced technology, challenging the salesperson's assumption without directly confronting them.



**"I'm specifically looking for a model that supports 5G and has strong multitasking capabilities. Could you tell me more about those features?"**

To make it clear that simpler models aren't of interest and subtly encourage the salesperson to reconsider their assumptions.

**"I appreciate the suggestion, but I'm actually looking for something with more sophisticated options, like facial recognition and extensive app support. Could we take a look at those models?"**

- **Objective:**
  - The **Salesperson** should demonstrate bias by assuming the older customer is not interested in or capable of understanding complex technology.
  - The **Older Customer** should push back by asking specific questions about advanced features and pointing out the salesperson's assumptions.



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Activity 2: Identifying Stereotypes

Small Group Activity



**Title of the activity:** Small Group Activity - Identifying Stereotypes

**Short description of the theoretical context of the activity (up to 150 words):**

Stereotypes about aging perpetuate age discrimination. In this activity, participants identify common stereotypes in various scenarios and brainstorm ways to challenge these stereotypes. Group discussions foster critical thinking and collaborative problem-solving

**Aims and objectives of the activity:**

- o Identify and analyze age-based stereotypes.
- o Develop strategies to counteract stereotypes in daily interactions.
- o Foster collaborative dialogue about the harmful effects of ageism

**Materials Needed:**

- o [Pre-written scenarios with embedded stereotypes.](#)
- o Flip charts and markers

**Duration of the activity:**

20 minutes

**Description of the process of the activity:**

Stereotypes play a critical role in perpetuating age discrimination. This activity encourages participants to identify and challenge common stereotypes associated with aging, fostering a collaborative atmosphere for critical discussion. Participants will analyze prevalent age-based stereotypes and develop strategies to counteract these biases in daily interactions, while engaging in meaningful dialogue about the damaging effects of ageism. Participants will form small groups of 3-4 and receive scenarios that illustrate age-related stereotypes (e.g., depicting elderly individuals as forgetful). Each group will identify the



stereotypes at play, discuss how to challenge them, and present their findings and proposed strategies to the larger group.

- o Step 1. Divide participants into small groups of 3-4.
- o Step 2. Provide each group with a scenario involving age stereotypes (e.g., elderly individuals being portrayed as forgetful or incapable).
- o Step 3. Ask groups to identify the stereotypes and discuss how they might counter them in real-life situations.
- o Step 4. Have each group present their findings and strategies to the larger group.

#### Variations of the activity, if any:

- o Ask groups to create their own scenarios based on personal experiences or news stories

#### Tips and recommendations:

- o Ensure diverse scenarios that reflect different areas of life, such as healthcare, employment, and family dynamics.

#### List of sources and references related to the activity (APA style):

Jones, M. (2021). Stereotypes and Ageism in Modern Society. *Social Psychology Quarterly*, 84(1), 33-47



## Lesson 1 - Activity 2. Pre-written scenarios

### Scenario 1: Older Adults and Physical Activity

- Context: A local community center is organizing a fitness program. Some younger members express concerns about including older adults in the same exercise class, assuming they won't be able to keep up.
- Stereotype: Older adults are too weak or fragile to engage in physical activities or exercise at the same level as younger people.
- Discussion Points:
  - Is it fair to assume that older adults cannot engage in physical activities?
  - How can physical fitness be adapted to all ages?
  - How does this stereotype affect older adults' willingness to participate in community activities?

### Scenario 2: Older Adults and Learning New Skills

- Context: A community organization offers a digital literacy class. The instructor believes that older adults will struggle to learn and adapt to new technologies compared to younger participants, and therefore, the pace of the class is slowed down.
- Stereotype: Older adults are not capable of learning new skills, especially related to technology.
- Discussion Points:
  - Is there evidence that older adults struggle more with learning technology?
  - What impact does assuming a slower pace for older adults have on their learning?
  - How can learning environments be inclusive of all ages?



### Scenario 3: Older Adults and Socializing

- Context: At a social gathering, some younger participants avoid engaging in conversation with an older person, assuming they won't share the same interests or understand modern topics.
- Stereotype: Older adults are out of touch with modern culture, trends, and technology, making them uninteresting or irrelevant in social situations.
- Discussion Points:
  - How does this stereotype create social isolation for older adults?
  - Are older people necessarily disconnected from modern culture?
  - How can intergenerational social interactions be encouraged?

### Scenario 4: Older Adults and Driving

- Context: A family is discussing whether their 70-year-old relative should continue driving. Some family members assume that because of their age, they are automatically unfit to drive, without considering the relative's actual driving ability or health.
- Stereotype: All older adults are bad drivers because of their age and should not be allowed to drive.
- Discussion Points:
  - What factors other than age should be considered when determining driving ability?
  - How can we fairly assess an older adult's driving capability without relying on stereotypes?
  - What impact does this stereotype have on older adults' independence?



### Scenario 5: Older Adults and Employment

- Context: A company is restructuring, and an older employee (58 years old) is passed over for a promotion. The decision-makers assume that the employee is too close to retirement to invest in, even though the employee has expressed a desire to continue working for several more years.
- Stereotype: Older employees are not worth investing in for long-term roles because they are close to retirement.
- Discussion Points:
  - How does this stereotype impact older adults' career opportunities?
  - Is it fair to assume someone's retirement plans based on their age alone?
  - How can workplaces become more inclusive and supportive of older employees?

These scenarios encourage participants to recognize and challenge the stereotypes often associated with age, and foster discussion on how these stereotypes affect the elderly in different aspects of life.



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Activity 3: Video Case Study

Individual Activity



**Title of the activity:** Video Case Study

**Short description of the theoretical context of the activity (up to 150 words):**

Case studies provide concrete examples of age discrimination and facilitate critical reflection. Video case studies are particularly impactful as they offer a visual representation of how ageism manifests in different settings

**Aims and objectives of the activity:**

- o Analyze a real-world example of age discrimination.
- o Reflect on emotional and social impacts through guided discussion.
- o Develop strategies to address and prevent age discrimination.

**Materials Needed:**

- o Short video on age discrimination (3-5 minutes).  
<https://youtu.be/UyCxAIqjyCA?si=lcZO7Xz1gYPQh7lo>  
<https://youtu.be/pweTKlMB4RM?si=BkPKQxalPaUz64YI>
- o Projector and screen.

**Duration of the activity:**

20 minutes (5 minutes for the video, 15 minutes for discussion)

**Description of the process of the activity:**

Video case studies provide tangible examples of age discrimination, offering participants a visual representation of the issue. This format not only captures attention but also encourages critical reflection on emotional and social impacts. Participants will analyze a real-world instance of age discrimination, reflect on its emotional consequences, and discuss strategies for addressing and preventing similar situations in the future. The activity



commences with a 3-5 minute video depicting a case of age discrimination (e.g., within the workplace or healthcare system). Following the video, participants will engage in a guided discussion using key questions to explore the main issues, alternative approaches, and preventive measures for age discrimination.

- o Step 1. Show a short video that highlights a case of age discrimination (e.g., in the workplace, healthcare, or media).
- o Step 2. After the video, ask participants to reflect on the emotional impact and social implications. Some prompts:
  - "How did watching this video make you feel, and why do you think you felt that way?"
  - "What emotions do you think the creators wanted us to feel, and how do those emotions shape our understanding of the social issue?"
  - "What emotions did you observe in the characters, and how might those emotions shape their behavior or choices?"
  - "What social issues or stereotypes did you notice in the video?"
  - "Did the video change how you think about this issue? If so, how?"
- o Step 3. Lead a discussion with key questions such as: What were the main issues? How could the situation have been handled differently? What can we do to prevent this type of discrimination?

#### Variations of the activity, if any:

- o Participants can watch different case studies in smaller groups and share their reflections with the larger group.

#### Tips and recommendations:



- o Choose a video that is relevant to the audience's context (e.g., work environment, family roles).
- o Prepare discussion questions ahead of time.

### List of sources and references related to the activity (APA style):

Parker, L. (2020). Visual Case Studies on Ageism. *The Gerontologist*, 60(3), 541-552.

### General Tips:

- Engage participants with diverse learning styles using both visual (infographic, video) and active (role-playing, group work) methods.
- Ensure the environment is supportive for open discussion on sensitive issues.
- Emphasize empathy and awareness-building throughout the activities.

### References (APA Style):

- Eurostat. (2020). Age Discrimination in the European Union: Key Statistics. Retrieved from [link].
- Jones, M. (2021). Stereotypes and Ageism in Modern Society. *Social Psychology Quarterly*, 84(1), 33-47.
- Parker, L. (2020). Visual Case Studies on Ageism. *The Gerontologist*, 60(3), 541-552.
- Smith, J. (2019). Role-Playing as a Tool for Understanding Discrimination. *Journal of Experiential Learning*, 18(2), 121-135.