



**VCU** College of Health  
Professions  
Gerontology

---

# **DISRUPT** AGEISM

## **FACILITATOR GUIDE**

---

V4.0



*LeadingAge*<sup>®</sup>

## **RESOURCES**

Visit the VCU Gerontology website to find the Disrupt Ageism videos and training resources.

## **SESSION TIME**

60-minutes (*Session time can vary based on group discussion*)

## **OBJECTIVES**

- Be able to recognize ageist language, thoughts, and actions
- Understand the effects ageism can have on you and the people around you
- Develop techniques to disrupt ageism
- Understand Elderhood and its significance in disrupting ageism

## **INSTRUCTIONS**

1. Introduction and Opening Statement (*approx. 10 minutes*)
2. Watch 'Part 01: Recognizing'. (*approx. 4 minutes*)
3. Proceed to part 01 Discussion Guide. (*approx. 10 minutes*)
4. Watch 'Part 02: Understanding'. (*approx. 3 minutes*)
5. Proceed to part 02 Discussion Guide. (*approx. 10 minutes*)
6. Watch 'Part 03: Disrupting'. (*approx. 3 minutes*)
7. Proceed to part 03 Discussion Guide (*approx. 10 minutes*)
8. Proceed to Final Wrap up and Activity (*approx. 10 minutes*)

## **OPENING STATEMENT**

"This training session will address common perceptions and stereotypes about aging and older adults. The session will take approximately one hour. We will watch an 8½ minute video in three segments and will have discussion and reflection after each segment.

Your workbook has pages for each video as well as a final activity. Each page has some key take-aways from the video and space to take notes. We'll take a few minutes to discuss each video as we watch them."

## **DISCUSSION GUIDE**

**PART 01: RECOGNIZING** | After watching, ask your audience to share reflections.

**Discussion Prompts:**

- What stood out as surprising or important?
- What is something you might not have thought about before watching?
- Where do you see ageism in your daily life, or in the workplace?
- Have you witnessed someone being discriminated against because of their age?
- How can you reframe your own view of aging?

If your audience only mentions the negative things that can come with aging, remind them: *"Aging is a combination of growth, maintenance, and decline and it is good to keep all of those in perspective"*.

**PART 02: UNDERSTANDING** | After watching, ask your audience to share reflections.

**Discussion Prompts:**

- What stood out as surprising or important?
- What is something you might not have thought about before watching?
- Throughout your life, how have you learned about what is it like to be an older person?
- Ask about influential television shows, movies, or books.
- Describe a significant relationship with an older person.
- Perhaps you learned from people in your family or through friends or through advertising.

**PART 03: DISRUPTING** | After watching, ask your audience to share reflections.

**Discussion Prompts:**

- What stood out as surprising or important?
- How are you better from a younger version of you in your social relationships?
- What do you enjoy more now than you did when you were younger?
- What improves as you age? (psychologically, biologically or socially)
- Think back ten years- would you like to go back to that version of you?

## **ENRICHMENT ACTIVITY**

"As we wrap up we are going to do a writing activity called Start, Stop, Continue. Think about what we have learned about ageism and elderhood. In your workbook, write down one thing you will start doing, one thing you will stop doing and one thing you will continue doing to disrupt ageism and develop elderhood. Take ten minutes to complete this exercise."