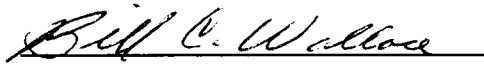


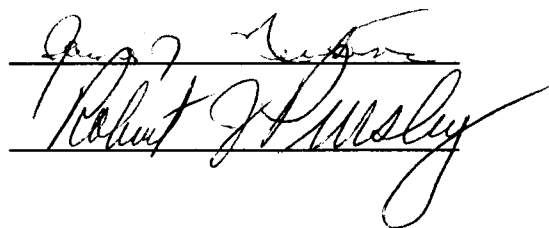
To the Graduate Council:

I am submitting herewith a dissertation written by Sandra L. McGuire entitled: "Promoting Positive Attitudes Toward Aging Among Preschool Children." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in health education.


Bill C. Wallace, Major Professor

We have read this dissertation
and recommend its acceptance:





Accepted for the Council:


Vice Provost
and Dean of the Graduate School

PROMOTING POSITIVE ATTITUDES TOWARD AGING AMONG
PRESCHOOL CHILDREN

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Sandra L. McGuire
August 1988

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DEDICATION

This dissertation is dedicated to my husband and children for their support, encouragement, and understanding of my educational pursuits.

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ABSTRACT

America is rapidly becoming a society of older people. Unfortunately, it is possible for Americans to reach old age with little or no education about aging or anticipatory guidance about aging. Americans are not educationally, socially, or emotionally prepared for old age.

Aging is not a selective process that affects only a few, it is a universal phenomena. Successful adaptation to age and aging is important for everyone. If people are to live life to its fullest and best they need to be knowledgeable about aging and have positive attitudes in place about aging.

Studies have shown that even young children harbor negative attitudes about age and aging, and that by the time children are twelve to thirteen years old these attitudes are often difficult to change. The intent of this researcher was to work with children before ageist attitudes were engrained, and attempt to promote positive attitudes about aging.

The purpose of this study was to determine if instruction about age and aging with preschoolers would have a significantly positive impact on their attitudes toward age and aging. The problem of this research was to develop an instructional unit on aging for preschoolers, implement the unit, and evaluate the results.

An experimental group of preschoolers received the unit on aging and a control group did not. Both of the groups were pre-tested and post-tested in relation to their attitudes about old people using the Children's Attitudes Toward The Elderly (CATE): Semantic Differential-Old People. The study showed that preschoolers in the experimental group developed

significantly more positive attitudes toward old people than the preschoolers in the control group.

It appears that the groundwork for successful aging can be laid with preschool children. Through aging education we may be able to change ageist societal values. A generation of children that see the positive, growth-oriented aspects of aging may be able to create a society that values the elderly, and facilitates adaptation to this later stage of life growth and development. They could increase the quality of life for today's elderly and tomorrow's elderly--of which they will be a part.

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CHAPTER I

INTRODUCTION

Statistics show that the elderly population, people 65 years of age or older, has risen steadily in the U.S. since the turn of the century. From approximately three million elderly (4% of the population) in 1900; there are more than 29 million elderly today, accounting for more than 12% of the population.¹ By the year 2030 people over age 65 are expected to account for more than 21% of the U.S. population and number over 65 million.¹

The U.S. is rapidly becoming a society of older people. At the same time, it is described as a nation suffering from ageism.²⁻¹² Ageism has been described as discrimination against the elderly evidenced in prejudice and negative attitudes. It has resulted in devaluation of the elderly, an irrational fear of aging, and preventing the older person from developing to their fullest potential.⁴ The problems that have resulted from ageism are engrained in U.S. society and of great magnitude.

The social environment in the U.S. is not very supportive of aging.⁹ There is a general lack of understanding of the aging process and older people throughout our society.^{9,13,14} It is actually possible for Americans to reach old age with little or no anticipatory guidance about aging.⁸ Today's Americans are not educationally, emotionally, or socially prepared for old age.¹⁵

If successful adaptation to aging is to occur, and the lives of older Americans are to be enhanced, efforts must be made to eradicate society's ageist attitudes and create a social environment supportive of aging and

that can adapt to aging.¹⁶⁻¹⁸ The groundwork for this adaptation can be laid when people are young.

I. PURPOSE OF THE STUDY

The purpose of the study was to determine if instruction about age and aging would have significant impact on preschooler's attitudes toward age and aging.

II. STATEMENT OF THE PROBLEM

The problem of this investigation was to develop an instructional unit on age and aging for preschool children, implement the unit with an experimental group, and compare the results with a control group of the same age. The following research questions were designed to determine what impact this unit had on the subject's attitudes toward age and aging:

1. Do preschool children who receive instruction on aging have more positive attitudes after the instruction than before?
2. How do attitudes toward old people differ among preschool children who received instruction on aging and those who did not?

III. NEED FOR THE STUDY

Successful adaptation to aging will demand a society that is well informed about aging, has positive attitudes about aging, and is responsive to the needs of the aged. It will involve fostering in each person a sense of worth, value, and purpose throughout the lifespan.

Americans need to become educated about aging, and see its healthy, positive, and growth-oriented aspects. They need to view aging as part of a continuous lifecycle of growth and development that is shaped by childhood, adolescence and early adulthood.⁴ This education process should start when people are young.¹⁹

The need to create more positive attitudes toward aging with children is frequently cited in the literature. Most of today's children will live into old age, with more than one-quarter of them reaching eighty-five years of age.²⁰ Efforts need to be made to assist children in successful adaptation to age and aging.

Research studies have looked at children's attitudes toward age and aging. This research has shown that children mirror societies ageist attitudes.^{5,17,21-28} These early ageist attitudes often become self-fulfilling prophecies in later years.²⁹⁻³² It has been suggested that aging instruction for young children (preschool and early elementary school grades) is crucial to offsetting ageist attitudes.²⁸ Only a few studies have researched the impact of aging instruction on young children.³²⁻³⁵ These studies have shown that young children's attitudes toward aging can become more positive following aging instruction. The literature is almost void of research on the effects of aging education with preschool children.

There is a need to further document young children's attitudes about aging, develop and implement aging education curriculums for young children, and document curriculum outcomes. Such research could serve as a basis for longitudinal studies dealing with such questions as: 1) If children show more positive attitudes about age and aging following geriatric education, do these attitudes continue over time? and 2) Does

aging education with young children impact on self-fulfillment and quality of life when the children become aged themselves?

Today's young children have the opportunity to live to be elderly people, a privilege their foreparents did not have. In order to live their lives to the fullest and best, and to facilitate the elderly around them; children need to understand aging and have positive attitudes about aging. Children who have developed these positive attitudes toward their own and others' aging will they be able to live more fully each day of their lives and have the ability, understanding, and self-confidence to adjust to aging.³⁶ They would learn that old age would not necessarily be a time of personal and societal devaluation, but a time of continued growth, development, and fulfillment. A quote from Jantz, Seefeldt, Galper and Serock helps to illustrate this: "Only as children view their own aging and the elderly positively, will they be able to achieve the life, liberty and pursuit of happiness that are considered rights of each in our society."³⁶

IV. ASSUMPTIONS

The following assumptions were made for this study:

1. The children will be candid in their responses.
2. The data obtained from the Semantic Differential is interval.

V. DELIMITATIONS OF THE STUDY

The major delimitation of this study is the following:

1. The subjects will be preschool children attending the La Petite

Academy system (7 centers located in the Knox, Anderson and Hamblen Counties) during the 1986-87 school year.

VI. DEFINITIONS OF TERMS

The following terms were defined in relation to their relevance to this study:

Ageism: Discrimination against the elderly evidenced in prejudice and negative attitudes.

Ageist: Attitudes reflecting ageism.

Attitudes: Learned perceptions that influence one's life decisions and that have cognitive, affective, and behavioral components.

CATE: An abbreviation for Children's Attitude Toward The Elderly--a standardized test on children's attitudes toward the elderly.

Old Person: A person whose chronological age is 65 years or older and who may also be referred to as aged, elderly, or senior citizen.

Positive Attitudes Toward Aging: Attitudes that facilitate healthy aging.

Preschool Children: Children of the chronological age of from 4 through 5 years who have not yet started kindergarten.

Unit on Aging: Instruction on aging that promotes positive attitudes toward age and aging through developmentally focused, anticipatory, lifespan, aging education; emphasizing health, self-fulfillment, independence, internal locus of control, and wellness.

CHAPTER II

REVIEW OF THE LITERATURE

The U.S. has been described as an ageist society that does not value the elderly.^{2-4,6-11,37-40} Studies have shown that even young children have ageist attitudes.^{26,41} Unfortunately, these early ageist attitudes tend to become self-fulfilling prophecies.^{31,32,42}

Helping young children to have a more positive view of aging is extremely important. The attitudes developed by children about aging not only effect how they relate and respond to older people, but effect the older people they will become.^{18,19,27,28,32} People can be helped to adapt to their own later years, and the later years of others, by gaining an understanding about age while they are young.^{31,32}

The following review of the literature explores children's attitudes toward age and aging, instruments for assessing children's attitudes toward age and aging, aging education in the public schools, children's learning theory and aging education, and aging education as a component of health education.

I. CHILDREN'S ATTITUDES TOWARD AGE AND AGING

Only a limited number of studies have dealt with the attitudes of young children toward the elderly, and fewer have developed intervention strategies.^{5,17,18} Available research has indicated that children usually do not place a positive value on aging, and often evidence ageist attitudes.^{5,23,28} Goldman and Goldman⁴³ carried out a cross-country

study (England, North America, Australia and Sweden), and found that in all countries studied children had very negative feelings about old age and aging after the age of 5 years. Research has shown that children of all age levels have limited knowledge of old people.²⁶

Other studies have shown that by age 3 children exhibited ageist language;²⁴ that ageist and negative attitudes toward the elderly were well evidenced in preschool children;^{24,28-30,44} and that by the time a child was 12-13 years old ageist attitudes became very difficult to change.^{5,21,28,45} These early ageist attitudes become self-fulfilling prophecies in later years.²⁹⁻³²

Hickey, Hickey and Kalish²³ looked at socioeconomic and religious variables in relation to formation of ageist attitudes and children's perceptions of the elderly. Their study showed that religious variables had little significance, however, socioeconomic variables did. They stated that upper class children had better attitudes toward the elderly than middle or lower class children, and that lower class children harbored the most negative attitudes of all. Ivester and King⁴⁵ verified this socioeconomic variable in ageist attitude formation, and went on to state that the geographic/demographic variable of urban/rural setting also played a significant role. They found that rural children had better attitudes toward the elderly than their urban counterparts. Recent research has not explored these variables further.

Research by Bennett⁵ showed that spontaneous, informal contacts with healthy elderly were helpful in positive attitude formation in relation to aging and the elderly with children. However, contact with the sick elderly (i.e., nursing home visitations) was usually seen as adding to the child's negative attitudes. Contact with healthy elderly often helps to

reduce perceptual ambiguity and decrease the social and psychological distance between children and the elderly.^{18,32,46-50}

II. AGE AND AGING AS PORTRAYED IN CHILDREN'S LITERATURE AND TELEVISION

Research has been carried out on children's attitude formation toward age and aging in relation to children's literature and television.

Children's literature and media play a major role in the formation of children's attitudes. In relation to age and aging this literature and media has been shown to promote the formation of negative attitudes. Children frequently mirror the ageist attitudes found in early children's literature and television.

Television Portrayals of the Elderly

Research by Arnoff⁵¹ and Smythe⁵² found that aging on television was frequently associated with evil, failure, unhappiness, and predominantly negative attitudes toward age and aging. Subsequent studies have reinforced these earlier findings.

An extensive television study was carried out over a ten year period by Gerbner, Gross, Signorielli and Morgan.⁵³ This study showed that:

1) television was suffering from a gross underrepresentation of the elderly that could lead viewers to believe the elderly were a vanishing breed; 2) older ethnic groups were seriously underrepresented; 3) older women were usually treated more negatively in portrayals than older men and were outnumbered by older men 3:1; and 4) the more time people spent watching television the more negative attitudes they had toward the

elderly. The study found that heavier television viewing made a consistently negative contribution to the public's image of the personal characteristics of the elderly and the quality of their lives.

Heavy television viewers believed significantly more than light viewers that the elderly were unhealthy, asexual, inflexible, not open-minded, not intelligent, not alert, were not good at getting things done, and were not self-sufficient. Watching television was not found to be associated with any positive images of the elderly. Young respondents, who usually did not have contact with the elderly, had the most negative responses.

The Gray Panthers Media Watch has looked extensively at how the elderly are portrayed on television. Their studies have shown that television has consistently negatively stereotyped the elderly by portraying them as ugly, toothless, sexless, incontinent, senile, confused and helpless. The Panthers found that it was rare for the media to portray older people as making meaningful contributions to family and the society. This negative stereotyping, combined with an omission of older people in television, was seen as harmful to age and aging.⁵⁴ The Gray Panthers thought that television images of the elderly were especially unfortunate for young children since that may be their main source of information about age and aging.

In a television advertising studied by Hiemstra, Goodman, Middlemiss, Vosco and Ziegler⁵⁵ the elderly were found to be underrepresented (especially older women who represented less than 1% of all characterizations). There was a noticeable lack of "authentic" looking older people, and most of the older people in commercials had a "young-old" look. The overall opinion of the authors was that many

viewers, especially impressionable children, are viewing television that would lead them to believe that the elderly did not exist, and that portray the elderly as devalued, unidimensional, and boring. The results of this study reflected the findings of a study done by Francher.⁵⁶

The Elderly as Portrayed in Children's Television Programming

A comprehensive study of how the elderly are portrayed on evening and Saturday morning television programs primarily viewed by children was carried out by four noted researchers in the field of children and aging: Jantz, Seefeldt, Cunningham, and Serock.⁵⁷ The results of the study of the evening programming showed that: 1) approximately half of the programs portrayed at least one person over the age of 60 (one station has over one-half of these portrayals); 2) older women were more likely to be portrayed as lower socioeconomic class; and 3) the variety of behaviors attributed to the elderly were similar to those portrayed for other age groups.

The results from the Saturday morning programs indicated the following: 1) although over half of the programs portrayed an elderly person, there were no elderly blacks or other minorities; 2) elderly women were very underrepresented; 3) there were no intergenerational interactions between children and the aged; 4) the elderly were usually portrayed in minor roles; 5) although the elderly were almost evenly distributed among the various socioeconomic levels, there were no older women of high socioeconomic status; and 6) the occupations of older women were not of high prestige.

It was concluded that the total picture of the elderly that emerged was vague or neutral, that older women and minorities were seriously

underrepresented, and that the programs did little to promote positive attitude formation by children toward age and aging. It was suggested that children be provided with more elderly persons on television, more realistic portrayals of the elderly, older role models, and more portrayals of child/elderly interactions. Findings showed that the less television viewed by young children the more likely they were to have more positive attitudes toward age and aging.

The Elderly as Portrayed in Children's Literature

Children's literature can be used to help develop an awareness in children an increased understanding of self and others.⁵⁸ It is extremely important in the development and reinforcement of attitudes.⁵⁹ It is important in shaping young children's attitudes toward age and aging.^{26,60-65} Numerous studies have shown that the elderly do not get a fair shake in children's literature. Children's literature tends to reflect society's ageist attitudes.

Ansello's classic and frequently cited study: Age and Ageism in Children's First Literature, was published in 1977.⁶⁴ The study involved an exhaustive review of 656 children's picture books and easy readers to determine the extent of age stereotyping "ageism" in roles, behaviors, and descriptions of older characters.

Ansello found that fewer than 4% of the books reviewed even contained an older person. When portrayed the older person did not usually have a major role, and was not a readily noticeable character. Although the books reviewed in the study were heavily illustrated, older people accounted for only 4.5% of the illustrations. The cumulative portrayals of the older people in the literature reviewed showed them as not doing

much, mundane, unimportant, unexciting, inarticulate, flat, unidimensional, unimaginative, noncreative, and basically boring. The literature had an absence of meaningful, realistic, and positive characterizations of old people. Older characters were usually undeveloped in the stories, and frequently appeared and disappeared without explanation.

Ansello also noted that: 1) after age 65 older men outnumbered older women in children's literature at a ratio of 4:1; 2) there was a significant underrepresentation of racial minorities--in fact, animals were more often represented than Black, Hispanic, Asian and Native Americans combined; 3) only 3.6% of the books contained an older character, and in the books that contained an older character only 16.9% had the older character as the main character; 4) more than 3/4 of the older characters had an "indiscriminate" occupational role; 5) few adjectives were used to physically describe older people--a list of 136 adjectives for physical descriptors had been developed for the study, however only three of them were consistently used; and 6) personality descriptors for the elderly were basically words like "old," "sad" and "poor". Ansello noted that ageism was frequently intertwined with racism and sexism. Overall, Ansello saw the older character as being denied full rein, and limited to a few behaviors and roles.

Ansello suggested that possibly children's literature is more prone to ageism than adult reading material because its literary and parental review is often less strenuous, and it may not be subjected to regular monitoring or scrutiny. He stressed the need for literature that helped to impart more positive attitudes about aging with children, and stressed

that we should no longer permit the continuance of ageist theory and attitudes in a medium so fundamental to the formation of values.

At approximately the same time as Ansello's study two other researchers were evaluating ageism in early children's literature. Robin⁶⁵ researched how old age is portrayed in elementary school (basal) readers. This study found that fewer than 6% of the total characters in the books reviewed were old. Although the books were heavily illustrated, older characters were portrayed in fewer than 5% of the illustrations. Storey⁶² reviewed children's literature to evaluate if stereotypic and negative images of the elderly existed. The author stated that many authors and illustrators of children's books are presenting distorted and inaccurate impressions of older people.

According to a 1987 study by Meadows and Filmore⁶⁶ it appears that early elementary school readers may fare better in their portrayals of the elderly than children's literature in general. Although Meadows and Filmore found the elderly underrepresented in basal readers, less than 6% of the characterizations, they concluded that the portrayals were generally positive and multidimensional. However, they recommended that older characters with diverse ethnic backgrounds should be presented, that there should be greater indication of employment (past and present) of older characters, that the role of elderly characters needed to be more fully developed, and that older persons should be depicted as more active and productive. If these all of these characterizations were not evidenced in the literature reviewed, it is questioned just how multidimensional and positive the portrayals of older people actually were.

Recent research on the topic of aging and early children's literature, other than elementary school readers, has not been documented in the

literature. However, a review of hundreds of children's books by this researcher concurs with the earlier studies by Ansello, Robin, and Storey. Early children's literature remains almost void of characterizations of older people. When older people are portrayed they are usually in the role of grandparents. Portrayals of older workers, older people in the community, famous older people, activities older people are involved in, intergenerational activities, older people as active and vital, lifespan activities, similarities between young and old, planning for old age, and how to be a great older person, are extensively missing in this literature. Early children's literature usually does not fully develop the older character; frequently focuses on illness, disability and death; and gives children little to look forward to in relation to aging. The positive aspects of age and aging are often overlooked.

Using Children's Literature to Promote Positive Attitudes Toward Age and Aging.

Literature is an important medium in health education. It plays an important role in the development and reinforcement of attitudes.

Children's literature can be used to promote positive attitudes about aging with young children.⁶³

Literature to be used in an aging education program needs to be carefully screened to ensure that it is not ageist in philosophy or intent.⁶⁶ The Center for Understanding Aging (Framingham State College), formerly the Teaching and Learning About Aging Project, has developed an instrument for screening children's literature for ageism.⁶⁶ This screening tool can be very helpful in selecting children's literature that

promotes a more positive attitude toward age and aging. A copy of this tool is given in Appendix A.

In addition to evaluating early children's literature for ageism it should be evaluated for other characteristics. These characteristics included its: 1) ability to hold the child's interest; 2) ability to portray emotions honestly; 3) having a clear sense of setting and time; 4) having an important or easily recognized main idea; 5) giving the students something valuable to think about; 6) having accurate facts; 7) having a logical and clear development; and 8) containing information and concepts that can be easily understood.⁶⁷

III. CHILDREN'S ATTITUDES TOWARD AGE AND AGING: MEASUREMENT INSTRUMENTS

There are only a few scales available that access attitudes of children toward the elderly. Some attitude scales have been validated on adults and then used with children without testing for validity and reliability with this younger age group. Some of the attitudinal scales for adults that have been used with children are: Palmore's Facts on Aging Quiz,⁶⁸ Tuckman/Lorge Scale,³⁷ Kogan's Attitude Towards Old People Scale,⁶⁹ and Kilty and Feld Test.⁶

Measurement instruments cited in the literature specifically to assess children's attitudes toward age and aging include: Kamenir Tool,³² Children's Assessment of Old People Scale,¹⁸ Children's Perceptions of Aging and Elderly,⁴¹ Curriculum on Aging for Preschoolers Test,⁷⁰ Children's Views on Aging,⁷¹ and Children's Attitudes About the Elderly.²⁶

Kamenir Tool

This tool was utilized in 1983 by Kamenir³² as a pre-test and post-test measurement during implementation of an aging curriculum for third graders. It is a 19-item objective questionnaire. Validation methods for the instrument were not given, and further usage of this test was not found in the literature.

Children's Assessment of Old People Scale

This tool was utilized in 1982 by Carstenson, Mason and Caldwell¹⁸ as a pre-test and post-test measurement during implementation of an intergenerational tutorial reading program with 6 to 9 year olds. It is a 20-item objective questionnaire. The test was not given in the literature, and further usage of this test was not found in the literature.

Children's Perceptions of Aging and Elderly

This tool was utilized in 1983 by Rich, Myrick and Campbell⁴¹ as a pre-test and post-test to investigate the effects of a guidance unit about older persons upon elementary school children. The test was not given in the researchers write-up. Further usage of the test was not found in the literature.

Curriculum on Aging for Preschoolers

The CAPS instrument was developed by the National Center on Aging and Community Education in 1986.⁷⁰ It is a short answer test. It has not been field tested. Further usage of the test was not found in the literature.

Children's Views on Aging Inventory

This instrument was developed in 1978 by Marks and Newman⁷¹ as a pre-test and post-test assessment instrument for elementary school children (K-6). It was developed to measure the effect of an older volunteer in the classroom on the children's views of the aged. It consists of a series of 15 questions. Currently, research is being done by the authors in two different studies to document the validity and reliability of the instrument.⁷² Based on the results of these studies, the measurement tool will be revised as necessary.

Children's Attitudes Toward the Elderly (CATE)

This instrument was developed by Jantz, Seefeldt, Galper and Serock^{26,36} of the University of Maryland in conjunction with the American Association for Retired Persons and the National Association of Retired Teachers. It was developed for use with children ages 3 through 11 years old. It has been tested by the researchers for validity and reliability. It is frequently used and cited in the literature. The test consists of four independent subtests: 1) Word Association, 2) Semantic Differential, 3) Picture Series, and 4) Concept of Age.

IV. AGING EDUCATION IN THE SCHOOLS

It is estimated that 55 million children aged 5-18 years of age, 95% of all children in that age range in the U.S., are in the elementary and secondary schools.^{73,74} The schools are the primary vehicle through which youth should be informed about matters that will affect their health and are important health promotion sites.^{73,75,76}

Aging education is a relatively new and emerging field. There is no documented reference in the literature to aging education at the precollege level until the 1960's.^{77,78} Aging education in the public schools received its first major endorsement in 1961 at the White House Conference on Aging.⁷⁸ The conference document, Education and Aging, endorsed the need for aging education in public schools.^{78,79} The 1971 White House Conference on Aging again endorsed aging education, and made the statement that it was "a rare occurrence" for aging education to be incorporated into school curriculums.^{78,80} In the 1971 Conference publication, Toward a National Policy on Aging, it was suggested that lifecycle education be mandatory at all levels of public education, that programs be developed to train teachers about aging, and that older citizens be used as school volunteers.^{78,80}

Starting in the late 1960's and primarily in the 1970's early works on aging education in the schools began to be seen. Figure 1 outlines some early works in aging education in chronological order. If these works are referenced in the ERIC Document system their ERIC (ED) number is given.

Aging Instruction as a Component of Education

Aging education in the preschool and early elementary school grades is crucial to offsetting early ageist attitude formation.²⁸ Almost antithetical to this, the U.S. public school system has basically isolated students from the realities of growing older.⁸¹ Aging education needs to be an integral part of the educational process.

In research carried out by Russell⁸¹ reasons that schools have not integrated aging education were discussed. The reasons were summarized as: 1) the idea that aging is considered a nontraditional topic and

- Jacobs, H. L. (1969). Youth looks at aging. Iowa City: University of Iowa.
- Feltman, K. M. (1974). The development and evaluation of a unit of gerontology for secondary school students. Doctoral Dissertation, University of Michigan. Dissertation Abstracts International, 1975, 35, 6853A-8068A. University Microfilms: 75-10, 167.
- Paranya, A. C. (1974). Unit on aging. ED 098 125.
- Atwood, H. Mason. (1975). Activities for teaching about aging. Muncie, Indiana: Teacher Education Program on Aging, Ball State University. ED 156 552
- Jantz, Richard; Seefeldt, Carol; Galper, Ann; & Serock, Kathy (1976). Children's attitudes toward the elderly. Final report. College Park, Maryland: University of Maryland. ED 142 680
- Jantz, Richard; Seefeldt, Carol; Galper, Ann; & Serock, Kathy (1976). The CATE: Children's attitudes toward the elderly. Test Manual. College Park, Maryland: University of Maryland. ED 181 081
- Pratt, Fran. (1976). Teaching about aging. ED 135 682.
- California Department of Education (1977). Education about aging. Sacramento, California: California Department of Education.
- Myers, John. (1977). Aging curricula for the public school: Objectives and materials. Doctoral Dissertation, University of Akron. University Microfilms: 77-28, 712.
- Saxe, Adele. (1977). The young look at the old: Curriculum building in the area of aging. San Jose, California: San Jose State University. ED 166 071.
- Storck, Patricia; & Davies, Barbara (1977). Aging: A kindergarten curriculum. ED 144 680
- Cameron, Marcia. (1978). Views of aging: A teaching guide. Ann Arbor, Michigan: University of Michigan Institute of Gerontology.
- Hauwiler, James; Jennings, Russell; & Resland, Gary (1978). Helping children understand the aging process: Gerontology in the elementary school classroom. Bozeman, Montana: Montana State University.
- Marks, Ronald; & Newman, Sally (1978). Children's views on aging. Pittsburgh: University of Pittsburgh, Western Pennsylvania Gerontology Center (Generations Together).
- Myers, John (1979) Aging education for the junior high/middle school years. ED 204 251.
- Strubbe, Mary. (1979). Aging in America: Fact, fiction and feeling. ED 186 292.

Figure 1. Some Early Contributions To Aging Education

therefore a controversial one; 2) there were not adequate materials and resources to effectively teach the subject; 3) many teachers were not interested in teaching the topic; 4) many teachers did not have the training to teach the topic; and 5) past attempts at content integration had been unsuccessful. Another reason that schools may be reluctant to integrate the content is that its results may not be immediate. However, it should be remembered that it is valid for education to have as its goal future behaviors; and that immediate behavioral change is not a sound criterion for implementing or evaluating the success of an educational program.⁸²⁻⁸⁴

In a survey of 500 Texas public school teachers Hoot⁴² found that only 3.6% integrated aging education into their teaching. Almost 1/2 of the teachers in Hoot's study stated they would include this area in their curricula if instructional materials were available. Many of the teachers expressed an interest in inservice education in the area. Hauwiller and Resland⁸⁵ found that when inservice and instructional materials were made available to teachers they readily integrated aging education into school instruction.

When aging education is integrated into curricula it often focuses on the pathology of aging rather than the developmental, psychosocial and positive aspects.⁸⁶ Schools need to take a more aggressive stance toward promoting positive attitudes toward aging, integrating material on aging into their curriculums, and integrating the older adult into their world.²⁸

Schools can play a vital role in the process of education and social change in relation to aging.^{13,87} Schools can help children to develop positive attitudes toward age and aging, facilitate children in being able

to live more fully each day of their lives, and facilitate children to adapt to aging.²⁶

Some Existing Curricula in Aging Education

Figure 2 lists a number of existing curricula on aging. Many of these curriculums have not been extensively used. Prior to implementation, each curriculum should be reviewed for its appropriateness to the specific learners and learning situation.

When aging education exists it is usually in the secondary schools, rarely in the elementary schools; and basically nonexistent in preschool.^{33,34,72,80} There is a great need to develop aging education materials for preschool children.⁸⁸

School Health Education Theory and Aging Instruction

The World Health Organization has described health as a complete state of physical, mental, and social well-being, not merely the absence of disease and infirmity. This definition helps to reflect the holistic nature of health and health education.

In 1978, the Surgeon General of the United States announced that unhealthy lifestyles were the primary cause of morbidity and mortality in the U.S., and called for the development of comprehensive school health education programs to promote healthy lifestyles. Such comprehensive health education programs would focus on promoting preventive health practices across the lifespan. These programs would emphasize wellness, self-fulfillment and self-actualization.^{89,90}

Aging education could be integrated into school health education programs. A recently conceptualized comprehensive school health

AGING CURRICULA--PRESCHOOL

Griggs, A. (1987). Curriculum on aging for preschoolers (CAPS). Conway, Arkansas: National Center on Aging and Community Education.

AGING CURRICULA--ELEMENTARY

Allord, M.; Keen, Sr. M. M.; Nowatzke, Sr. A.; & Schweiger, Sr. M. (eds.) (1983). Understanding and appreciating aging: A handbook for elementary teachers. Kansas City, Kansas: Archdiocese of Kansas City.

Beall, P. E. (ed.) (1982). Understanding aging: A curriculum for Grades K-6. Framingham, Massachusetts: Center for Understanding Aging. ED 221151

Kamenir, C. L. (1983). A classroom experience to improve young children's views of the elderly. Gerontology and Geriatrics Education. 4(1), 97-110.

Minnesota Board on Aging/Minnesota State Department of Education (1984). Aging Curriculum, Elementary K-6. St. Paul, Minnesota: Minnesota Board on Aging/Minnesota State Department of Education ED 261921

Meany, D. P., King, R., & Jarvis, R. (1982). Curriculum on aging: An intergenerational program for grades K-6. San Diego: San Diego Office of Education ED 257708

PROJECT CLASP (Children Learning About Aging in A Structured Program). Aging Curriculum Grades 4-8. Rockland, Massachusetts: Rockland Public Schools.

Sadoff, E. (1982). K plus education in aging: A literature approach to the teaching about aging for grades K-3. Trenton, New Jersey: Trenton Public Schools. ED 216076

Storck, P. A.; & Davies, B. K. (1977). Aging: A kindergarten curriculum. Arlington, Virginia: Microfilm International. ED 144680

University of Pittsburgh "Generations Together." (1982). On growing older. Curriculum guides grades 1-6. Pittsburgh: University of Pittsburgh, Generations Together.

AGING CURRICULA--SECONDARY

Cameron, M. J. (1978). Views of aging: A teaching guide. Ann Arbor, Michigan: University of Michigan Institute of Gerontology

Center for Understanding Aging. Framingham State College, Framingham, Massachusetts (formerly the Teaching and Learning About Aging Project):

1. Confrontation: Aging in America (Gr. 9-12)
ED 211407
2. Demographics of aging: Implications for the future (Gr. 9-12)
ED 211408
3. Math activities for teaching about aging (Gr. 9-12)
4. What's it like to be old? (Gr. 7-12)
ED 214818
5. Language arts activities for teaching about aging (Gr. 7-12)
ED 236596

Minnesota Board on Aging/Minnesota State Department of Education (1984). Aging Curriculum, Secondary, Grades 7-12. St. Paul, Minnesota: Minnesota Board on Aging/Minnesota State Department of Education. ED 261922

Myers, J. W. (1979). Aging education for the junior high/middle school years. ED 204251

Smith, G. R. (1975). Teaching about aging. Denver, Colorado: University of Denver Center for Teaching Intergenerational Relations. ED 120264

Strubble, M. (1978). Aging in America: Fact, fiction and feeling. Grades 6-12. ED 186292

Figure 2. Curricula on aging

program is given in Figure 3.⁹¹ Aging education could readily fit into the Health Instruction area of the figure.

Aspects of a number of health education models would be applicable to aging education with young children. The Activated Health Education Model would be applicable. This model focuses on actively involving participants in the instructional process; making participants aware of the various positive and negative influences upon their health, and helping participants develop responsibility for their own health.

Variables of both the PRECEDE (an acronym for predisposing, reinforcing, and enabling constructs in educational diagnosis and evaluation) and Health Belief Models (HBM) could be integrated. Both PRECEDE and HBM look extensively at decision-making in relation to health. Competence in decision-making is an important goal in socialization and education.⁹² A primary goal of health education is to guide children toward an optimal and lasting acquisition of healthful living practices through informed and sensible decision-making.⁹³ However, there is little in the literature on decision-making in children, and the literature is not clear on when a child is competent in decision-making.⁹⁴

Some have suggested that young children can be taught competent decision-making by second or third grade, and that by the sixth grade decision-making behaviors are in place. Prior to this children may not possess the capacity to make competent health-related decisions.^{83,95}

However, before decision-making processes are in place it is still possible to impart information that will later assist in decision-making. School health education programs can play a major role in helping the child to develop the skills necessary for competent decision-making later on in life.⁸³

A Concept of A Comprehensive School Health Program

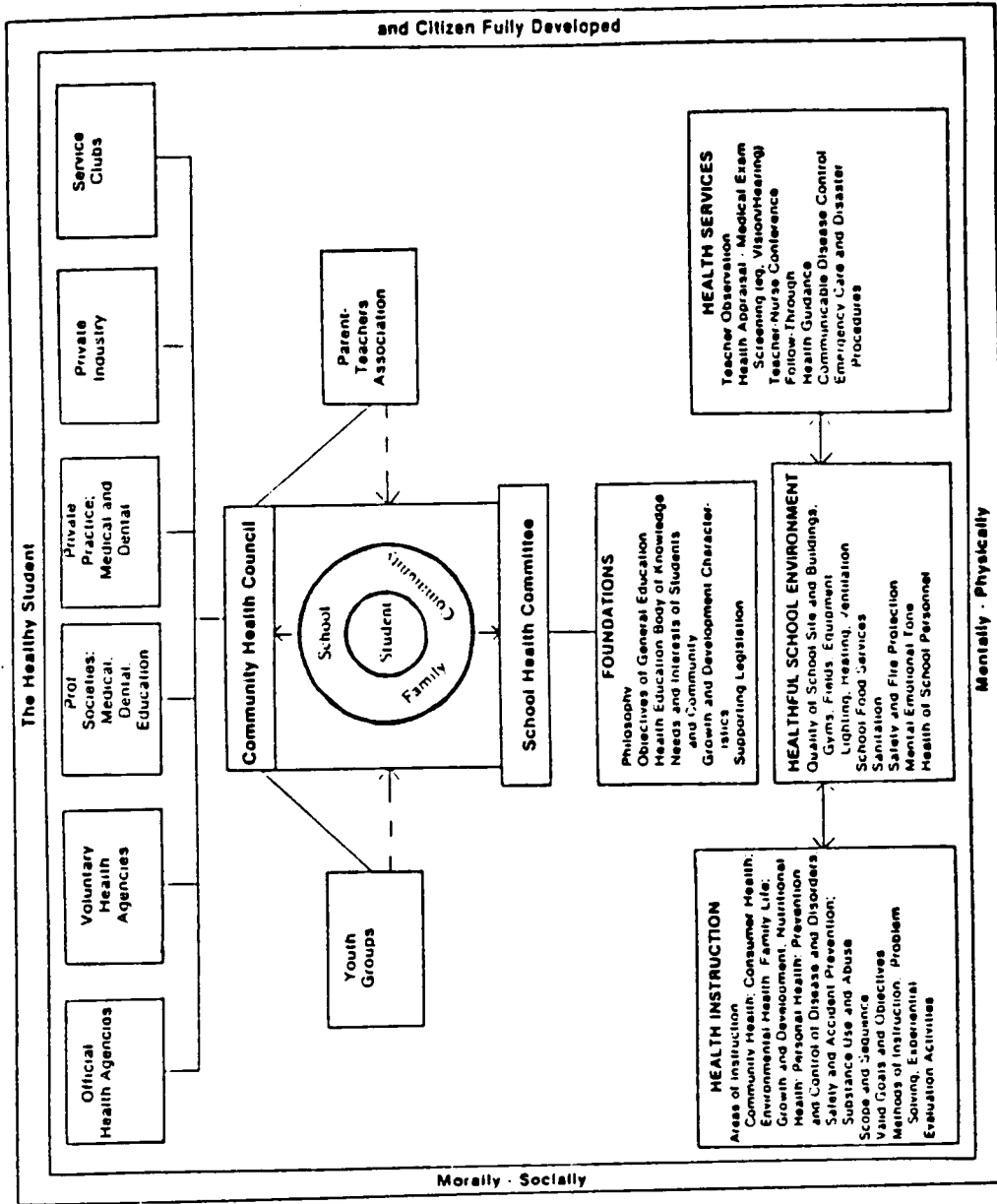


Figure 3. A concept of a comprehensive school health program

Source: Johns, E. B. (1975). Health education in schools. *World Medical Journal* 5. As cited in *National Professional School Health Organizations* (1984). Comprehensive school health education. *Journal of School Health* 54, p. 313.

In carrying out an instructional program on aging health education theories would be utilized. Aspects of Social Learning Theory, Social Competence Theory, and Social Support and Family Theory would be readily applicable to aging education and are discussed here.

Social Learning Theory (SLT). This theory stresses the importance of social reinforcement for both cognitive and personality growth.⁹⁶ Some of the key concepts of SLT are reinforcement, behavioral capability, expectations, expectancies, self-efficacy, self-control, reciprocal determinism, and emotional coping. SLT considers how the social environment influences learning, and how to build reinforcements and support from the environment as a part of educational intervention.⁹⁷ It places emphasis on children making successful decisions about health related behaviors that are rewarded. SLT uses educational techniques such as modeling, skill training, contracting and self-monitoring to change behavior.⁹⁷

Social Competence Theory (SCT). This theory emphasizes the positive aspects of human functioning rather than the deficits. There is a focus on helping the individual build skills and competencies.⁸² Nadar and Parcel⁹⁸ stated that the major goal of health education programs should be to improve the competence of children in dealing with their environment and to improve the overall competency of the child to make decisions, solve problems, and cope with life. Emphasizing the positive aspects of age and aging would be important aspects of aging education.

Social and Family Support Theory. This theory states that there is an important relationship between social support and health and that the person's environment and family are important in determining health

practices. Unfortunately, factors external to the school environment are often not given much consideration in school health education. The family is a major determinant of the child's attitudes and behavior. Efforts should be taken to integrate the parents/family into aging education. Parental involvement in health education is important to: 1) assist the parent in supporting the health education occurring, and 2) assist the parent in developing skills to become more competent people themselves.

School health education curriculum objectives that are frequently quoted in the literature are those of the School Health Curriculum Project.⁹⁹ Objectives especially pertinent to aging education include: 1) to teach children to question "why;" 2) to challenge ideas; 3) to read critically, and to evaluate information; 4) to provide learning situations that develop respect for one another and one another's abilities and ideas; and 5) to help develop self-actualized individuals.

Criteria for Development of An Aging Education Curriculum for Preschoolers

The literature is almost void of curricular material for preschool children on the topic of aging education. The scarcity of these curriculum was documented in conversations with: Fran Pratt, Director of the Center for Understanding Aging--Framingham College;³³ Dr. Carol Seefeldt, co-author of the CATE--University of Maryland;¹⁰⁰ Dr. J. Hauwiler, an early author in aging education--Montana State University;¹⁰¹ Angie Griggs, Director of Communications for the National Center on Aging and Community Education;¹⁰² Dr. John Myers, a national authority in the field of aging education in the U.S. and founder of the Clearinghouse on

Elementary and Secondary Aging Education--Tennessee Technological University;³⁴ and the reference section librarians at the American Association of Retired Persons Library.¹⁰³ Many of the aging curriculum that exist focus on later elementary and secondary school children, and do not stress development of positive attitudes toward aging and the elderly.

The CATE Curriculum Guide has goals for preschool aging education that include: providing accurate information so that children may form positive, realistic concepts and attitudes toward the elderly; enabling children to assess their perceptions of the aging process and how it will affect them; and exposing children to an unbiased look at the attributes, behaviors and characteristics of the elderly in a variety of roles to discourage formation of stereotypic attitudes.¹⁰⁴ The CATE Curriculum Guide also emphasizes having the children as active participants in curriculum implementation, integration of healthy elderly into the curriculum, developing the concept of growth and development, developing the child's ability to describe their feelings toward age and aging, and valuation of the elderly.

Fran Pratt is Director of the Center for Understanding Aging and a noted authority in the field of aging education. He has stated that the overall aim of aging education is to realistically, and positively help prepare children for a long life.¹⁰⁵

The preschool years have been described as an era of discovery, with preschool education holding the possibility for helping the child build an image of him or herself as a discoverer of a way of life.¹⁰⁶ Preschool education should help to instill in the child a sense, appreciation and understanding of self and others.¹⁰⁷ Skills appropriate to the cognitive

development of the learner should be incorporated into preschool education.¹⁰⁸

Research has shown that the preschool child has limited ability for reasoning and relates more directly to actual experiences.¹⁰⁸ Research has also shown children follow a Piagetian cognitive-development sequence in their ability to understand age concepts.^{43,109} Children of this age have a relatively short attention span and instructional units should generally be no longer than one-half hour.¹¹⁰ Preschool children enjoy simple discussions and looking at interesting pictures.¹¹⁰ Preschool learning activities should incorporate enhancing the child's feelings of self-esteem, seeing him or herself as a valuable, worthwhile person; instill in the child the understanding that all people are similar in many ways, and help the child to learn about his or her place in the world throughout life.¹¹⁰ Learning activities should provide an opportunity for modeling, practice, and reinforcement; promote the child's self-confidence (self-efficacy); increase the personal value placed on healthy behaviors; and foster that the idea that the child has some control over their own health (internal locus of control).¹¹¹

Innovative learning methods should be integrated into aging education. Multimedia approaches to comprehensive health education with children have proven to be effective in stimulating children to learn about health and adopt health conducive behaviors.⁹⁹ Such methods should be integrated into preschool aging education. Multimedia methods could include: audiovisual materials (filmstrips, slides, movies, tapes, records, videotapes), tools (scissors, projectors, the child's own hands), props (wheelchairs, gloves), a variety of reading materials (newspapers, magazines, pamphlets, posters, books), and resource people. Moody and

Laurent¹¹² discussed storytelling as an effective method in young children's health education. Through stories children have a chance to take part in the characters experience and become more aware of how they might act in similar situations.^{63, 112}

CHAPTER III

METHODOLOGY AND PROCEDURES

The primary purpose of this study was to develop and implement a preschool instructional unit on aging, and to evaluate the impact of the instructional unit on preschool children. The children's attitudes were measured through use of pre-test and post-test administrations of the Children's Attitudes Toward the Elderly (CATE): Semantic Differential-Old People. The methodology and procedures used in the study are discussed in this chapter in the following sections: Selection of the Sample, Selection of the Instrument, Development and Implementation of the Curriculum, Data Collection Procedures, and Method of Analysis.

I. SELECTION OF THE SAMPLE

The population to be studied was preschool children. The sample for the study was four and five year old preschool students enrolled in the Knox, Anderson, and Hamblen County LaPetite Academy system. There were seven Academy programs in this system. The children represented a diversity of economic and cultural backgrounds. The geographic area representing these preschools is near the Smoky Mountains in Tennessee. Knox and Anderson counties are more urban in nature and house the cities of Knoxville and Oak Ridge respectively, while Hamblen county is more rural in nature.

Out of the seven LaPetite programs one was used as a pilot program for curriculum activities. The academy to serve as the pilot was selected by the Regional Director of LaPetite Academy, Mary Lou Crockett; and was not included in the research study. The six remaining Academies became the randomly assigned experimental and control groups.

All of the preschools in the pilot and research studies were used with permission of the Regional Director of the La Petite Academy, and with the permission of the children and parents. The children participated in the study after letters of permission had been obtained from their parents and the children gave their verbal consent. See Appendix B for a copy of the letter of permission used for the study.

Cluster sampling, using intact preschool classes at each Academy, was utilized to allow for better integration of the curriculum into the preschool program and to minimize diffusion of treatment. Three preschool classes were delineated as the experimental group and three were delineated as the control group.

II. SELECTION OF THE INSTRUMENT

There are few measurement tools available that assess attitudes of preschool children toward the elderly. Some attitude scales have been validated on adults, and then used with children without testing for validity and reliability with this younger age group. One measurement instrument to assess children's attitudes toward the elderly, and that has validity and reliability for the preschool age group, is the Children's Attitudes Toward the Elderly (CATE).¹¹³

The CATE Semantic Differential-Old People was selected as the measurement instrument for this study. It is a five-point scale consisting of a series of 10 bipolar adjectives: good-bad, happy-sad, right-wrong, wonderful-terrible, pretty-ugly, friendly-unfriendly, clean-dirty, rich-poor, healthy-sick, and helpful-harmful. The polarity of the scales is rotated on the instrument to reduce response sets.

The instrument was modified to include a series of 5 faces (ranging from a smiling face to a frowning face) to aid the children in their responses to the CATE adjectives. The CATE Semantic Differential-Old People with the addition of the series of faces is given in Appendix C.

Using a series of facial expressions to help clarify responses was first developed by Smith, Kendall, and Hulin.¹¹⁴ Their classic study has been frequently utilized by others. In a recent dissertation on children's fears a series of three facial expressions was utilized with preschoolers to help assess their responses.¹¹⁵

The series of faces that was utilized in this research was adapted from a series of three faces utilized used with a semantic differential for young children. This series of faces was given in a research text by McMillan and Schumacher.¹¹⁶ The series of faces was adapted from three to five in order to be consistent with the CATE five-point scale.

III. DEVELOPMENT AND IMPLEMENTATION OF THE CURRICULUM

There is very little curricular material on aging for preschool children. An extensive computer search of the ERIC, AGELINE and related computer

systems yielded few documents. The panel of jurists (Appendix D) also documented the scarcity of these curricular materials.

Existing materials on aging education for young children were reviewed. Many of the programs contained excellent material, but not on a preschool level. Only one of the programs reviewed included aging education material for preschool children. After review of these materials, and after discussion with experts in the field, it was determined that an instructional unit should be developed.

The unit on aging was developed in line with preschool education theory, the preschool aging education guidelines from the CATE, and existing aging education theory and practice. Aging education should help to prepare children for a long and happy life.¹⁰⁵

Children's literature was utilized in the curriculum that was developed. This literature selected for use in the unit was carefully screened. The "Ageism in Literature Analysis Form" was utilized in literature selection. This form is given in Appendix A. The books ability to reflect the conceptual framework of the aging education unit was also considered. A preschool book list for use with the aging education was developed.

The original unit on aging that was submitted to the jurors had the following conceptual framework: *Concept I*: Aging is a natural and lifelong process of growing and developing; *Concept II*: Older people and younger people are similar in many ways; *Concept III*: Older people are valuable and contributing members of society; *Concept IV*: Old and young can enjoy each other and learn from each other; *Concept V*: People need to plan for becoming older; and *Concept VI*: People have much control over

the older person they become. Content and teaching-learning activities were developed for each concept.

A panel of jurists was selected to review the materials developed. The jurists were experts in the field of aging and preschool education and included: Dr. Bill Wallace, Fran Pratt, Mala Daggett, Dr. John Myers, Dr. Halaine-Sherin Briggs, and Mary Lou Crockett. A descriptive listing of the jurists is included in Appendix D. The jurists were asked to evaluate both the unit on aging and the book list.

Jurists were asked to evaluate the unit on aging on the basis of content validity, the ability of the materials to promote positive, realistic portrayals of aging, and age appropriateness for the learner. They were asked to evaluate the book list on the basis of age appropriateness of the reading materials, and the ability of the reading materials to promote positive and realistic attitudes toward age and aging. Suggestions from the jurors were integrated into the unit and book list used in the research study.

The unit as submitted to the jurors is given as Appendix E. The unit as revised and utilized in this study is given as Appendix F. The major suggestions from the jurors on the unit included: 1) having all the materials carried out by the researcher and no materials left for classroom teacher presentation; 2) eliminating activities where a higher level of motor skills were necessary, such as cutting and pasting; 3) adding the conceptual framework to the beginning of the unit; and 4) the elimination of Concept V. Although Concept V was considered a valid one for older children, it was questioned as being appropriate for the

preschool child. Overall, the jurists concurred with the unit and supported the positive nature of the instructional materials.

The jurists eliminated four books from the reading list: 1) DePaola, T. (1974). Watch out for the chicken feet in your soup. New York: Prentice-Hall; 2) Fox, M. (1985). Wilfrid Gordon McDonald Partridge. New York: Kane/Miller Publishers; 3) Wittman, S. (1978). A special trade. New York: Harper and Row; and 4) Lasky, K. (1979) My island grandma. New York: Frederick Warne. These books were eliminated based on the following evaluation: the DePaola book depicted some stereotyping of older persons and some ambivalent feelings of a grandson toward his grandmother, the Fox book discussed older people in a nursing home setting, the Wittman book depicted an older person who had a stroke, and the Lasky book was considered on a too high a reading level. The revised book list is given as Appendix G.

While the jurors were reviewing the materials a pilot of materials was carried out by the researcher. It was agreed with the Regional Director of the LaPetite Academy system that unit materials would be done with the children and would be evaluated by the director, preschool teachers, and researcher as to appropriateness for use in the study. Evaluation was largely based on the ability to keep the children's attention during the 30 minute time span, participation of the children in the unit materials and activities, and the ability of the children to carry out the activities.

The researcher utilized various teaching methodologies with the pilot group: storytelling, drawing, cutting and pasting, reading stories, using pictures, and using felt board cutouts. The drawing, cutting and pasting

activities took too long for the 30 minute time span allotted, and were also too difficult for preschool children to do on their own. Reading stories, using pictures, and using felt board pictures were activities that the children readily responded too, were age appropriate, and could be carried out within the allotted time span. A number of books from the reading list were read to the children.

Overall, the children responded very favorably to the materials in the pilot study. They especially liked the reading materials. They listened attentively to the stories and enjoyed discussing them. The laminated pictures and felt board activities also worked well with the preschoolers. These activities were utilized in the unit when it was implemented with the experimental group.

The revised unit on aging for preschoolers consisted of 6 teaching sessions. The researcher meet with each class twice a week for three weeks, and session time was kept to approximately 30 minutes. The researcher conducted all of the teaching sessions to help insure consistency of treatment. Teaching sessions were kept uniform and consistent throughout the groups. Name tags were used with the children to help the researcher be able to identify them by name. The name tags were left with the children upon completion of the unit.

IV. DATA COLLECTION PROCEDURES

Data were obtained during the 1987 school year. Letters of permission for children to participate in the study were sent to parents. A copy of this letter is given in Appendix B. The letters to parents were signed by

the researcher and were distributed by the Director of the LaPetite Academy that the child attended.

The letters of permission included an explanation of the nature of the study--to assess children's attitudes toward the elderly and carry out an instructional unit on aging, information on the researcher, when the study would take place, the benefits of the program, an offer to answer any inquiries regarding procedures, mention that the child could withdraw from the program at any time, and a Thank You. The letter was kept succinct, and had simple and clear wording.

Prior to beginning the unit classroom teachers were asked not to carry-out any activities or discussions on aging with the children. They were specifically asked not to read books from the unit book list to the children. The teachers agreed to these requests.

The following data collection and test procedures were done to conform to the CATE Test Manual. Prior to testing the purpose of the study and testing procedures were discussed with the director of the center and the teachers; the children were informed by their teachers that a visitor would be coming to their classrooms to meet with them individually, and the children were told that they would be given the opportunity to take part in any activities they might miss while with the examiner. The children were not told anything specific about the CATE so as not to influence their responses.

On the day of the testing the children were individually asked to go with the examiner to a room near their classrooms for the test. They were escorted to and from the room by the examiner, and engaged in informal conversation with the examiner on the way to the room. Once in

the test room the children were told that they would be asked some questions about older people. The children were told that there would be no right or wrong answers to the questions, and that only they could help the researcher find out about what children think about old people.¹⁰⁴ The children were given the choice of participating or not participating. If a child said that they did not want to answer the questions they were excused from the test procedure.

To assess that the children had the proper frame of reference for old people the Tennessee Department of Human Services (TDHHS) poster #345125-30m (October 1985): "The People of Tennessee. They're Worth Caring For," was utilized. This poster shows pictures of people across the lifespan. The researcher pointed out the five pictures of older people on the poster, and told the child that the questions they would be asked were about old people. The child was then asked to point to one of the pictures of an older person that they had just seen. If the child did not point to a picture of an older person the pictures were discussed again, and the child asked to point to an older person again. The TDHHS poster was used at pre-test and post-test sessions.

The child was tested using the CATE Semantic Differential-Old People.

The test was carried out orally in a single session. When the child selected one of the 10 bipolar adjectives on the subtest he/she was then asked additional questions in congruence with the response. For example, if a child responded that old people are good he/she would then be asked by the researcher: "Are they very good, good, or a little good?" For those students who needed visual assistance to level their response the series of faces was used. The researcher would point to the appropriate faces

and say: "Are they very good, good, or a little good?" This process adapts the answer to the five-point scale being used. If a child chose a response in the middle of the five-point scale the researcher underlined the adjective chosen on the test sheet to aid in differentiating between positive and negative responses in data tabulation.

Two tabulations were made from the responses. The total sum tabulation that consisted of adding the child's total number of points on the responses (possible point range of from 10 to 50), and the positive response tabulation that consisted of adding up the number of positive adjectives selected by each child (possible range of from 0 to 10).

As per CATE instructions, each child was given 30 seconds to respond, and if a question was not answered during this time period the researcher went on to the next question. Children were not prompted for responses, and responses were on a voluntary basis.

Test results were recorded by an assigned pupil number, and participant responses remained anonymous to all but the researcher. The post-test was given within the week following completion of the instructional unit. The children were thanked by the researcher for their participation and walked back to class.

Following the pre-test the children in the experimental group were told that the researcher would be returning to talk with them about older people. The researcher asked each child if they would like to take part in these discussions. If a child did not want to take part in the discussions they would have been eliminated from the experimental group. The children in the experimental groups received the unit on aging as given in Appendix F.

V. DATA ANALYSIS

Data analysis was performed with the assistance of the University of Tennessee Computing Center. Descriptive statistics showing means for the experimental and control groups in terms of pre-test and post-test sum of scores and the number of positive responses on the pre-test and post-test were determined.

To determine if significant differences existed in pre-test and post-test mean sum and pre-test and post-test mean number of positive responses t-tests were done within both the experimental and control groups. It was determined that these tests would be considered significant at the .05 level.

If significant differences did not exist between the experimental and control groups on the pre-test measures t-tests would be carried out to determine differences between groups. If significant differences existed between experimental and control groups on the pre-test measures an Analysis of Covariance (ANCOVA) would be used to eliminate variances between the experimental and control groups and compare the groups. It was determined that these between group statistical measurements would be considered significant at the .05 level.

CHAPTER IV

ANALYSIS OF THE DATA

The content of this chapter is the analysis of data collected in the research study. The following sections describe sample characteristics, compare pre-test and post-test sums within the experimental and control groups, compare pre-test and post-test positive responses within the experimental and control groups, and compare the experimental group to the control group in terms of post-test sum and post-test number of positive responses.

I. SAMPLE CHARACTERISTICS

Sex

There were 78 participants in the study representing percentages of 50% male and 50% female. The experimental group had 40 participants--22 females and 18 males. This represented a percentage of 55% females and 45% males. The control group had 38 participants--17 females and 21 males. This represented a percentage of 44.7% females and 55.3% males.

Age

All of the 78 participants in the experimental and control groups were between four and five years of age.

Educational Level

All of the children were enrolled in a LaPetite Academy preschool program. None of the children had started kindergarten.

II. DESCRIPTIVE STATISTICS ON PRE-TEST AND POST-TEST SUMS AND PRE-TEST AND POST-TEST POSITIVE RESPONSES

The pre-test and post-test consisted of 10 sets of bipolar adjectives rated on a five-point Likert scale. For this study there were two measures that were analyzed: 1) the total sum of the responses (Possible Range: 10 to 50), and 2) the number of positive responses that the child gave (Possible Range: 0 to 10). The descriptive statistics of mean score standard deviation, and sum range on these measures are given for the experimental and control groups in Tables 1 and 2 respectively.

The descriptive statistics for the experimental group show a mean increase in both the mean sum (+4.5) and number of positive responses (+2.05) on the post-test measure. The standard deviation decreased for both the mean sum and mean number of positive responses within the experimental group between the pre-test and post-test.

The descriptive statistics for the control group show a small increase in mean sum (+.09) and a small decrease in the mean number of positive responses (-.03). The standard deviation increased for both the mean sum and mean number of positive responses within the experimental group.

TABLE 1

EXPERIMENTAL GROUP DESCRIPTIVE STATISTICS

Variable	Mean	Standard Deviation	Sum Range
Pre-test Sum	34.45	8.83	13 to 49
Post-test Sum	38.95	6.92	25 to 50
Pre-test Positives	6.25	2.82	1 to 10
Post-test Positives	8.30	2.02	3 to 10
N = 40			

TABLE 2

CONTROL GROUP DESCRIPTIVE STATISTICS

Variable	Mean	Standard Deviation	Sum Range
Pre-test Sum	36.61	7.86	22 to 50
Post-test sum	37.00	9.46	10 to 50
Pre-test Positives	7.50	2.32	2 to 10
Post-test Positives	7.47	2.63	0 to 10
N = 38			

III. ANALYSIS OF PRE-TEST AND POST-TEST SUM OF SCORES AND POSITIVE RESPONSES WITHIN GROUPS

Comparison of Pre-Test and Post-Test Sums

Research question one: Do preschool children who receive instruction on aging have more positive attitudes after the instruction than before?

To analyze these data within group t-tests were done on both the experimental and control group to determine: 1) if there were significant differences between pre-test sum and post-test sum, and 2) if there were significant differences between pre-test positive responses and post-test positive responses. If there was no effect of treatment there should be no significant differences in these measurements.

When looking at the sums, the higher the total sum the more positive characteristics the child was placing on the older person. When computing the data the post-test sum was subtracted from the pre-test sum, and the number of post-test positive responses was subtracted from the number of pre-test positive responses. In either case, the higher the negative score of sum differences the more likely a relationship between the children's attitudes becoming more positive toward old people and the treatment.

The research findings were considered to be significant at the .05 level. Tables 3 and 4 look are the t-test results for the experimental and control group in relation to pre-test and and post-test sum of scores. The p given in the statistical tables is the calculated p, and is the actual probability of getting a greater absolute value for t under a null hypothesis that the mean difference is zero.

TABLE 3

EXPERIMENTAL GROUP PRE-TEST AND POST-TEST SUM DIFFERENCES

Variable	Mean	Standard Deviation	Variance	Standard Error of Mean	t
Sum differences	-4.5	5.918	35.02	.94	-4.81

N = 40

p = .0001

TABLE 4

CONTROL GROUP PRE-TEST AND POST-TEST SUM DIFFERENCES

Variable	Mean	Standard Deviation	Variance	Standard Error of Mean	t
Sum differences	-.39	6.56	43.06	1.06	-0.37

N = 38

p = .7129

The t-test results that are given in Table 3 for the experimental group indicate that there were significant differences between the pre-test and post-test sums at the .05 level, and p was actually computed to be significant at .0001. This statistical analysis indicates that the children's attitudes had become more positive toward old people following the unit on aging.

The t-test results for the control group indicate that there are not significant differences between the pre-test and post-test sum of scores at the .05 level, and p was calculated at .7129. The control group did not receive the unit on aging, did not evidence significantly higher post-sum scores, and did not appear to have attitudes that became significantly more positive toward old people.

Comparison of Pre-Test and Post-Test Positive Responses

In this comparison t-tests were carried out within groups to see if significant differences occurred in the number of positive responses that the children made on the pre-test and post-test. There were 10 possible positive responses that could be made. The number of positive responses on the post-test was subtracted from the number of positive responses on the pre-test. Therefore, the greater the negative score the more chance of a relationship between the children's attitudes and the treatment. The tests were considered to be significant at the .05 level. The results of these t-tests for the experimental and control groups are given in Tables 5 and 6. The p value given is the actual, calculated probability of getting a greater absolute value for t under a null hypothesis that the means are equal.

The t-test for the experimental group indicated that there was a significant difference at the .05 level for the number of pre-test and post-test positive responses within the experimental group. The actual calculated p for the t-test was .0001. The statistical analysis indicated that the children's attitudes became more positive toward old people following the unit on aging.

The t-test for the control group did not indicate a significant difference at the .05 level for the number of pre-test and post-test positive responses with the control group. The actual calculated p for the t-test was .9406. The statistical analysis indicated that the children in the control group did not evidence significantly higher post-test positive scores, and did not have attitudes that became significantly more positive toward old people.

IV. ANALYSIS OF DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS

Comparison of Pre-Test and Post-Test Results

Research Question Two: How do the attitudes toward old people differ among preschool children who received instruction on aging and those who did not?

To analyze these data it first needed to be determined if the experimental and control groups evidenced significant differences on the pre-test measures. Statistical analysis determined that even after random assignment of the groups there were initial pre-test differences between the experimental and control groups. On pre-test positive responses these

TABLE 5

EXPERIMENTAL GROUP PRE-TEST AND POST-TEST POSITIVE RESPONSES

Variable	Mean	Standard Deviation	Variance	Standard Error of Mean	t
Difference in No. of Positive Responses	-2.05	2.35	5.53	.37	-5.51
N = 40					
p = .0001					

TABLE 6

CONTROL GROUP PRE-TEST AND POST-TEST POSITIVE RESPONSES

Variable	Mean	Standard Deviation	Variance	Standard Error of Mean	t
Difference in No. of Positive Responses	.03	2.16	4.68	.35	.08
N = 38					
p = .9406					

differences were significant at a p of .036, and with pre-test sum these differences were significant at a p of .25. An ANCOVA was implemented to adjust for these initial differences between groups.

The ANCOVA's for this study determined if there were significant group differences between the measures of: 1) pre-test sum/post-test sum using pre-test sum as a covariate, and 2) pre-test positive responses/post-test positive responses using pre-test positive responses as a covariate. Tables 7 and 8 give the ANCOVA results for these between group measures. In these tables the p value for F is the probability of getting a greater value for F under a null hypothesis that the means are equal. F is the calculated value that is compared against the critical value.

Table 7 indicates that group differences, after being adjusted for initial differences on pre-test sum, were significant at the .05 level in relation to post-test positive responses. The calculated p in the ANCOVA was .0104. The experimental group had a significantly higher post-test sum score than the control group. Statistical analysis indicated that the children who received the unit on aging evidenced significantly more positive attitudes toward old people than the children who did not receive the unit.

Table 8 shows that group differences, after being adjusted for differences on pre-test number of positive responses, were significant at the .05 level in relation to post-test positive responses. The calculated p for the ANCOVA was .0014. The experimental group had a significantly higher post-test number of positive responses than the control group.

TABLE 7

ANCOVA: EXPERIMENTAL AND CONTROL GROUP SUMS

Source	df	Sum of Squares	Mean Square	F	p
Group	1	74.10	74.10	6.91	.0104
Presum	1	2653.25	2653.25		
Error	75	2528.65	33.72		
Total	77	5256.00			

TABLE 8

ANCOVA: EXPERIMENTAL AND CONTROL GROUP POSITIVE RESPONSES

Source	df	Sum of Squares	Mean Square	F	p
Group	1	13.30	13.30	11.06	.0014
Prepositive	1	140.06	140.06		
Error	75	273.82			
Total	77	427.18			

Again, statistical analysis indicated that the children who received the unit on aging had significantly more positive attitudes toward old people than the children who did not receive the unit.

There is substantial evidence of a relationship between participation in the unit on aging and more positive attitudes toward old people on the part of the children. The unit on aging helped to promote more positive attitudes toward older people with the children.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to see what effect an instructional unit on aging would have on the attitudes of preschool children toward people who are old. A unit on aging was developed, tried and implemented for the study. In conducting the study a total of 78 children participated in the experimental (40) and control (38) groups. The children were enrolled in a LaPetite Academy in the tri-county area of Knox, Anderson, and Hamblen counties in Tennessee.

The children's attitudes toward old people were pre-tested and post-tested using the CATE Semantic Differential-Old People as the measurement instrument. This measure consists of 10 sets of bipolar adjectives (positive-negative) that the children select in relation to old people. The measurement instrument is given in Appendix C. A unit on aging was implemented with the experimental group, while the control group received only the pre-test and post-test measure.

Descriptive statistics for the experimental and control groups were used to look at pre-test and post-test mean sum, pre-test and post-test mean number of positive responses, and the standard deviation for these measurements. To look at the differences within experimental and control groups t-test were used. Analysis of Covariance (ANCOVA) was used to compare the experimental and control groups to each other in terms of

pre-test and post-test sum, and pre-test and post-test number of positive responses. The use of the ANCOVA helped to eliminate differences between the experimental and control groups based on the pre-test measures.

II. FINDINGS

The findings of this study were as follows:

1. The experimental group post-test sum mean was significantly higher than the pre-test sum mean.
2. The experimental group post-test mean number of positive responses was significantly higher than the pre-test mean number of positive responses.
3. The control group post-test sum mean was not significantly higher than the pre-test sum mean.
4. The control group post-test mean number of positive responses was not significantly higher than the pre-test mean number of positive responses.
5. The experimental group had a significantly higher post-test sum than the control group.
6. The experimental group had a significantly higher number of post-test positive responses than the control group.

III. CONCLUSION

The following conclusion was drawn based on the research:

1. Teaching preschool children about aging contributes to their having significantly more positive attitudes toward old people.

IV. RECOMMENDATIONS

The following recommendations are based on the findings of the study:

1. Units on aging should be routinely integrated into preschool education.
2. Colleges and universities should include coursework on aging and aging education in teacher training.
3. Inservice and continuing education programs on aging education need to be offered to educators.
4. Further research needs to be done to develop measurement instruments to assess preschool children's attitudes toward old people.
5. Further research needs to be done to develop curriculum materials on aging education for preschoolers.
6. Further research needs to be done with preschool children to document the effects of aging education, including longitudinal studies to help determine the lasting effects of such education.
7. Preschool literature needs to be developed that incorporates old people and portrays the old people in a nonageist manner.

CHAPTER VI

EPILOGUE

America is aging! Unfortunately, Americans are not educationally, socially or emotionally prepared for this later stage of human growth and development. Aging education can help to promote more positive attitudes toward aging, and prepare people for productive, fulfilling later years.

Aging education needs to be integrated throughout life. It needs to look at the positive and growth-oriented aspects of aging, and show the potential of old age. This research study has shown that aging education can promote more positive attitudes toward aging with preschool children.

Unfortunately, aging education is almost nonexistent on the preschool level. The review of the literature for this study highlighted the scarcity of materials on aging for this age group, and this finding was verified in discussions with the panel of jurists. In view of this, a major part of this research study was the development of a preschool unit on aging. The conceptual framework of the unit focused on promoting more positive, healthy attitudes about aging with preschoolers.

During the study the researcher became more and more aware of the interest that children have in the elderly. It would appear that intergenerational programs that put preschoolers and old people together would be very beneficial. Older people working in preschool settings would be one mechanism for doing this. It could also help to offset some of the crisis that our nation is presently undergoing in the area of day care personnel

The children eagerly participated in the unit and appeared to enjoy the unit activities. The materials utilized were inexpensive and able to be implemented over a relatively short period of time.

It was observed by the researcher that the children very much enjoyed the books that were included in the unit. They asked questions about the stories, readily participated in the discussions, and frequently related the stories to older people they knew. The books seemed to serve as a point of awareness about aging for the children. This is not an unexpected response, since many children today do not have regular contact with older people, and literature can be used help to expose them to older people and aging.

Based on the children's response to the literature it would seem that books that portray the elderly in a nonageist and positive manner should be routinely integrated into preschool education and made available to preschoolers. They would be a great addition to any preschool, home or public library.

It was noted by the researcher that none of the books on the unit reading list were at any of the preschools in the study. It is assumed that this situation would be similar in other preschool settings. It is hoped that this situation will change.

The literature used in this unit was carefully screened. When developing the unit reading list the researcher became increasingly aware of just how ageist children's literature can be. This was especially alarming when one is aware of how important such literature is in early attitude formation. Many of the books reviewed did not have any older characters in them. However, not being in the book was almost better than the treatment older characters often received when they were

included. Many books portrayed older people as ill, disabled, bedridden or in a nursing home. Many books focused on, or included, the death of an older person. The books that dealt with death and dying often started out describing a warm and loving relationship between an older person, usually a grandparent, and a child; and then the older person died. This could be especially confusing to the preschool age child since they are expected to differentiate between the joy of the special relationship and the process of grieving at the same time. It is the opinion of this researcher that death and dying is a topic that should be dealt with as separate from aging and is not analagous to aging. Death and dying is an entire educational unit in itself.

Some of the books described older people as bad or evil. One such book described the older main character as the worst person in the world. Other books looked at the life of an older person in descriptive terms such as, "It could be worse." Witches and other scary characters were frequently older characters in this literature.

Older people in early children's literature were often grandparents. In fact, in reading early children's literature one would almost think that beside the witch role, the grandparenting role was the only one that existed for older people. Older workers, famous older people, older people in the neighborhood, ethnic and minority group elderly, and activities for older people were all basically missing from this literature.

It would seem that these type of literary practices need to be reevaluated, and that through these practices we are promoting ageist, stereotypic attitudes toward aging with young children. Literature that exposes children to the positive, growth-oriented aspects of age and aging needs to be developed and utilized. Children's literature needs to show the

multidimensional, interesting, active, intergenerational, and healthy aspects of old age. It needs to show the potentials of old age and how they can be great older people.

When carrying out this study the comments from the teachers and students were very positive. The teachers liked the unit materials and activities. A number of the teachers noted that the children seemed much more aware of older people following participation in the unit. One teacher gave the example of the children going to the park after they had the pre-test for the unit. They noticed two older women in the park painting. Some of the children in the group approached the older women, asked them about what they were doing, and carried on a conversation with them. The teacher noted that although older people had previously been in the park when the children visited she could not recall the children paying any attention to them. If this first encounter with the children could increase their awareness of older people in what appeared to be a positive, inquisitive manner it would seem that there is much that can be done to make young children aware of older people and improve their attitudes about older people.

The observation made by the teacher did make the researcher wonder if the measurement instrument may have been an obtrusive measure in the study. However, statistical analysis did not show this to be true.

Although the teachers involved in the study were very interested in the unit they voiced concerns about not having training in the area, and that they themselves had some negative feelings about age and aging. It is strongly recommended by this researcher that teacher and health educator training include coursework on aging education and aging to help form a valid knowledge base about aging and to help formulate more positive

attitudes about aging. Teacher training programs in aging such as the Academic Training in Aging for Florida Educators (ATAFE) at the University of South Florida should be initiated by other colleges and universities. For teachers and health educators already practicing in their professions it is strongly recommended that they receive inservice or continuing education in the field of aging education. Until educators themselves have more knowledge about aging and more positive attitudes it will be difficult to convey positive attitudes about age and aging to the children they are teaching. From the experience that the researcher had with this unit it would appear that aging education can be readily integrated into existing preschool curricula. The conceptual framework in the aging unit represented concepts that could be utilized with children regardless of age level. Educators would not have to learn new concepts for each grade level or course, but could continue to teach and reinforce the same concepts using age appropriate teaching activities.

Although this material was taught as a unit on aging it may be just as beneficial, if not more beneficial, to have this material integrated into curricula. Aging education could be readily integrated into a variety of classroom activities and subjects. For example: if a teacher is doing a unit on finances and budgeting the student could be asked to project this budgeting to when they are an older person; if a unit on mapping skills is being done the students could be asked to map where greater ratios of older people live; a math unit could utilize problems that have older people in them such as: five older women and three older men are taking part in a bike marathon, how many older people are in the marathon? The opportunities are limitless!

Another area where the material from this study could be applied is in relation to senior literacy programs. The reading list used in this study was comprised of books on the preschool level. Such a reading list could be a good addition to the reading materials in a senior literacy program. . As the seniors became proficient at reading the books on the list they could have the option of going to preschools and reading the books to the children. Who better to read about age and aging than someone who can talk about it from experience? This would also help to bring older people into the classroom and help to facilitate the intergenerational activities that can be such a vital part of aging education.

This study showed that the preschool children who received the unit on aging evidenced more positive attitudes toward old people following the unit. Further research would be beneficial to see if the unit materials had made short-term or long-term impact on their attitudes.

It is hoped that the reader has become more aware of his/her own attitudes about age and aging. It is hoped that the reader of this dissertation will realize the importance of promoting positive attitudes toward age and aging, and the important role that aging education can play in this endeavor.

Many of today's children will spend a large part of their lives being "old people." We need to help them understand, accept, and enjoy this later part of life. Children with positive attitudes toward their own and others aging will live more fulfilling lives. They will have the ability, understanding, and self-confidence to adapt to aging; and can help to build a society that understands and values the elderly. They will be able to understand that old age does not have to be a time of personal and societal devaluation, but a time of continued growth, development, and fulfillment.

They will be helping to create a better quality of life for today's elderly,
and tomorrow's elderly--of which they will be a part.

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APPENDICES

APPENDIX A

AGEISM IN THE LITERATURE ANALYSIS FORM

AGEISM IN LITERATURE ANALYSIS FORM

Title: _____

Author: _____

Publisher: _____ Copyright: _____

Grade Level(s): _____

Circle the number that you feel is appropriate for each item. It is not necessary to answer all items. 1 = poor, 2 = fair, 3 = good.

- | | | | |
|--|---|---|---|
| 1. The older character plays a vital part in the story. | 1 | 2 | 3 |
| 2. The older character's personality is fully developed. | 1 | 2 | 3 |
| 3. The older character is self-reliant as opposed to being dependent. | 1 | 2 | 3 |
| 4. The older character's physical appearance is fully described. | 1 | 2 | 3 |
| 5. Stereotypic adjectives such as "old," "sad," and "poor" are not frequently or exclusively used in this book to refer to older people. | 1 | 2 | 3 |
| 6. The older character's occupation is fully defined. | 1 | 2 | 3 |
| 7. The older character's occupation is a meaningful one. | 1 | 2 | 3 |
| 8. If not employed, the older character is engaged in worthwhile activities. | 1 | 2 | 3 |
| 9. The older character is not engaged in stereotypic roles of his/her ethnic or racial group. | 1 | 2 | 3 |
| 10. The older character is from outside the family unit. | 1 | 2 | 3 |



TEACHING AND
LEARNING
ABOUT AGING

MCCARTHY-TOWNE SCHOOL, ACTON, MA 01720 (617) 263-6773

AGEISM IN LITERATURE ANALYSIS FORM

Page 2

- | | | | |
|--|---|---|---|
| 11. The older person is a three-dimensional character. | 1 | 2 | 3 |
| 12. If illustrated, the illustrations are appropriate for the time and setting of the story. | 1 | 2 | 3 |
| 13. If illustrated, the older character is illustrated in social communication with a variety of age groups. | 1 | 2 | 3 |
| 14. If illustrated, all characters are pictured realistically. | 1 | 2 | 3 |
| 15. Overall analysis of the book, in terms of portrayal of elderly persons. | 1 | 2 | 3 |

TALLY: 1 = 2 = 3 =

Comments:

Name of Reviewer: _____

Date of Review: _____



TEACHING AND
LEARNING
ABOUT AGING

McCARTHY-TOWNE SCHOOL, ACTON, MA 01720 (617) 263-8773

APPENDIX B

PERMISSION LETTER FOR AGING UNIT

Dear Parents:

Over the summer Sandra McGuire, a doctoral candidate in health education at the University of Tennessee, will be meeting with the 4 and 5 year old preschool students to carry out a unit on aging education. The unit will focus on promoting positive attitudes about older people and aging with the children.

Mrs. McGuire has published and carried out workshops on the topic of aging education with young children. This year she coordinated the children's activities in Knox County for Older American's Month.

She will be reading to the children, doing craft activities, discussing older people with them, and sharing pictures of older people in a variety of activities (i.e., hiking, biking, swimming, reading, doing things with family, working). We will try to arrange some senior visitors to the classroom.

Parents are welcome to view all unit materials. Parents comments and input are welcome. A unit outline will be available at each LaPetite Academy. If parents have any questions, or would like to meet with Mrs. McGuire, they are encouraged to contact her at: 966-8832.

If your child has permission to participate in these activities, please sign and return the permission sheet at the bottom of this letter. Thank you.

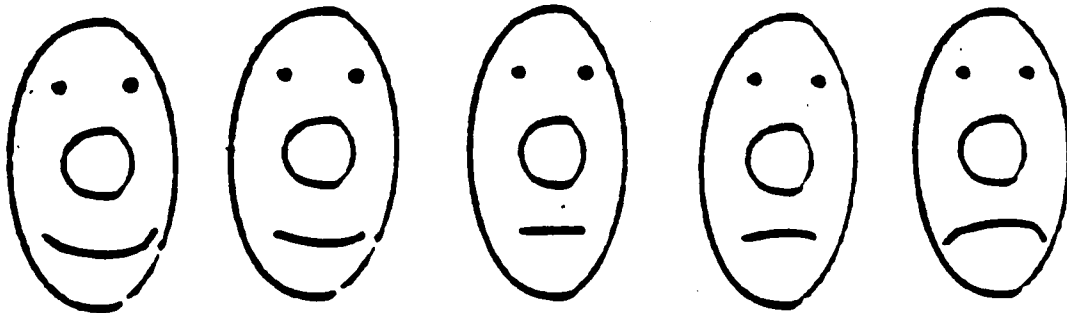
Date:

My child _____ has permission to participate in the aging education unit carried out by Sandra McGuire at LaPetite Academy. I understand that I can remove my child from the program at any time, and that I am free to review program materials.

(parent or guardian)

APPENDIX C

MEASUREMENT INSTRUMENT (CATE SEMANTIC DIFFERENTIAL: ADAPTED WITH FACES)



SEMANTIC DIFFERENTIAL

Old People

	Very		A Little		Very	
Good	____,	____,	____,	____,	____,	Bad
Sad	____,	____,	____,	____,	____,	Happy
Right	____,	____,	____,	____,	____,	Wrong
Terrible	____,	____,	____,	____,	____,	Wonderful
Pretty	____,	____,	____,	____,	____,	Ugly
Unfriendly	____,	____,	____,	____,	____,	Friendly
Clean	____,	____,	____,	____,	____,	Dirty
Poor	____,	____,	____,	____,	____,	Rich
Healthy	____,	____,	____,	____,	____,	Sick
Harmful	____,	____,	____,	____,	____,	Helpful

APPENDIX D

LIST OF JURISTS FOR PRESCHOOL UNIT ON AGING

JURISTS

1. Dr. Bill Wallace, Professor
College of Education
Department of Health, Leisure and Safety
University of Tennessee
Knoxville, Tennessee 37996-2700

Dr. Wallace teaches gerontology at the University of Tennessee, serves on state level committees on gerontology, has published in the field of gerontology, and is an expert in the field of health education and gerontology.

2. Fran Pratt, Director
Center for Understanding Aging
Framingham State College
Framingham, Massachusetts 07101

Mr. Pratt started the first federally funded project on aging education in 1979, The Teaching and Learning About Aging (TLA) project. He is presently the Director of the Center for Understanding Aging at Framingham State College in Framingham, Massachusetts. He has published extensively in the field of aging education, is a nationally known speaker on the topic of aging education and is a consultant to school districts around the nation on aging education.

3. Mary Lou Crockett
Regional Director
La Petite Academy
9130 Bagley Lane
Knoxville, Tennessee 37923

Ms. Crockett is Regional Director of the LaPetite Academy system. She is a preschool education expert.

4. Mala Daggett, Director
National Center on Aging and Community Education
Division of Continuing Education
McAlister Hall
University of Central Arkansas
Conway, Arkansas 72302

Ms. Daggett is the Director of the National Center on Aging and Community Education. She is an expert in gerontology and aging education. Her Center has developed some of the only preschool aging education materials available in the U.S.

5. Dr. Halaine-Sherin Briggs, Professor
Director, Academic Training in Aging For Florida Educators
University of South Florida
Box 3208
Tampa, Florida 33620

Dr. Briggs is Director of the ATAFE program. She is an expert in aging education and has had numerous grants funded in the field.

6. Dr. John Myers
Academic Dean
Father Ryan High School
2300 Elliston Place
Nashville, Tennessee 37203

Dr. Myers doctoral dissertation was on aging education. He is an Associate Professor at Tennessee Technological University and Director of the Clearinghouse on Elementary and Secondary Aging Education. He is an expert in aging education.

APPENDIX E

**UNIT ON AGING FOR PRESCHOOLERS
(ORIGINAL DRAFT SENT TO JURORS)**

UNIT ON AGING FOR PRESCHOOLERS

INTRODUCTION: The children would be told that the researcher would be visiting their class for the next few weeks to discuss older people with them. The researcher would share pictures of older people with them to help the children to establish who "older people" are. The children would be told that we would be talking about older people, reading stories about older people, doing drawings and activities about older people, and possibly having senior visitors to our classes. We would be doing these activities to help us learn more about older people and ourselves getting older.

READ: I Have Four Names for My Grandfather (1976) by Kathryn Lasky. Discuss how this one older person was viewed by his grandson.

Ask the children to think about older people that they know and we can discuss them in class. Let the children know that they are free to ask questions and add to the discussion.

CONCEPT I: AGING IS A NATURAL AND LIFELONG PROCESS OF GROWING AND DEVELOPING.

1.1 Recognizes that one has aged and is continuing to age.

CONTENT: From the time that we are born we are aging. Everyday people get older. Children have grown from babies and will continue to grow to become adults. Children will someday be older adults.

TEACHING-LEARNING OPPORTUNITIES:

READ AND DISCUSS: When I Get Bigger (1983) by Mercer Mayer. Talk about how animals grow and children are growing. They will someday be adults, and someday older adults.

Use pictures depicting people of many ages (infant through older adults) to engage the children in a discussion of older people. Have the children help to arrange the pictures in chronological order to tell who is older. Engage in a discussion of how people are growing and aging. Try to get the children to use multiple descriptors of the older people, and to try to elicit positive descriptors. Use felt board pictures as well as laminated pictures.

LEAVE: Grandma and Me (1983) by Mercer Mayer with the teacher and encourage the teacher to read and discuss the story with the children before the next session.

1.4 Recognizes that people continue to learn, and do throughout life.

CONTENT: People continue the capacity to learn throughout life. It is not uncommon for older people to go to school, or learn a new hobby or trade. Old age can be a time of great personal growth and development. Older people are knowledgeable and intelligent.

TEACHING-LEARNING OPPORTUNITIES:

Share pictures of older persons going to school and older workers.

READ AND DISCUSS: Grandma is Somebody Special (1976) by Susan Goldman. Talk to the children about the fact that the grandma in the story is going to school and to work.

Ask the children to name something that they would like to be learning or doing as an older person. Try to get as many children to respond as possible. Write the activities down and read the list back to the children. Encourage the children to use a variety of descriptors for people who are older.

LEAVE: Pancakes for Breakfast (1978) by Tomie DePaola for the teacher to read and discuss before the next session.

CONCEPT II: OLDER PEOPLE AND YOUNGER PEOPLE ARE SIMILAR IN MANY WAYS.

2.1 Identifies that older people and younger people have many similarities.

CONTENT: All people have the same basic physical, social, and emotional needs. All people evidence the same kinds of feelings. Aging does not make a person's needs and feelings change or go away. All ages of people are very similar.

TEACHING-LEARNING OPPORTUNITIES:

Talk about people's similarities (i.e., food/good nutrition, clothing, shelter, safety, companionship), emotions, feelings.

Have the children discuss one way each of them is like an older person. If the children cannot think of a similarity help them out.

2.2 Describes activities and interests that can be carried on as one ages.

CONTENT: Age is not a leveler of individual differences. The things that one does as a younger person are often the things that one continues to do as an older person. Activities can be planned to be "lifespan activities". Children need to begin to think in terms of activities or interests that they would like to do throughout life.

TEACHING-LEARNING OPPORTUNITIES:

Talk about older and younger people doing similar things such as: photography, reading, hiking, boating, going to school, drawing music, crafts, sewing playing, dancing, swimming. Talk in terms of "lifespan" activities. Begins to look at planning for old age.

Read Emma (1980) by Wendy Kesselman--painting/drawing as a lifespan activity.

Have the children draw a picture of an activity that they would like to do as an older person. Label the drawing and put the child's name and age on it.

Talk to the children about the possibility of having senior visitors come to class. Talk to the children about the possibility of watching a short movie with older people in it.

LEAVE: Kevin's Grandma (1975) by Barbara Williams for the teacher to read and discuss before the next session.

CONCEPT III: OLDER PEOPLE ARE VALUABLE AND CONTRIBUTING MEMBERS OF SOCIETY.

CONCEPT IV: OLD AND YOUNG CAN ENJOY EACH OTHER AND LEARN FROM EACH OTHER

Combine aspects of CONCEPTS III & IV here.

4.1 Is able to describe how doing things with an older person can be fun and interesting.

CONTENT: Older people and younger people have much to learn and share with each other. Older and younger people can do much to assist each other in living life to the fullest and best. Older people and younger people seem to have a natural tendency for getting along together.

TEACHING-LEARNING OPPORTUNITIES:

Have the children discuss a fun thing that they have done with an older person--someone in the family or someone outside the family.

READ AND DISCUSS: I Dance in My Red Pajamas (1982) by Edith Hurd or Crack-Of-Dawn Walkers (1984) by Amy Hest.

LEAVE: When I Was Young in the Mountains (1984) by Cynthia Rylant for the teacher to read and discuss before the next session.

If possible, bring in senior visitors to the classroom. Senior Center (i.e., senior cloggers). Have senior visitors to the classroom share an activity or share a part of the history of their lives with the children.

CONCEPT V: PEOPLE NEED TO PLAN FOR BECOMING OLDER

CONCEPT VI: PEOPLE HAVE MUCH CONTROL OVER THE OLDER PERSON THEY BECOME.

6:1 Realizes that he/she has much control over what their later years will be.

CONTENT: Although there are some physiological aspects of aging over which the person has little control, there are many aspect of aging over which the person has much control. These aspects are largely psychosocial in nature. They are heavily influenced by our attitudes toward aging.

TEACHING-LEARNING OPPORTUNITIES:

Talk to the children about how they are free to make many decisions about what they will be like later in life. Rediscuss "lifespan" activities.

READ AND DISCUSS: I Know A Lady (1984) by Charlotte Zolotow.

6.3 Recognizes that he/she has the potential to be a great older person.

CONTENT: Everyone has the potential to be a great older person. Aging is, in a large part, what we as individuals make of it. If we want to be a great older person there is a good chance that we will be. Since most of us will be old for a large part of our lives we should try to live and enjoy old age to the fullest. Along the way we should try to facilitate the lives of older people around us so that they can be great older people too.

TEACHING-LEARNING OPPORTUNITIES:

Talk to the children about how they all have the potential to be super, active older people. Ask them if they all want to be great older people.

READ AND DISCUSS: Miss Rumphius (1982) by Barbara Cooney.

Ask the children what they have learned about older people.

Ask the children some words they would use to describe older people.

Ask the children how they liked the class.

APPENDIX F

UNIT ON AGING FOR PRESCHOOLERS (REVISED UNIT USED IN STUDY)

**PRESCHOOL AGING EDUCATION:
Promoting Positive Attitudes Toward Age and Aging**

**PRESCHOOL UNIT ON AGING
CONCEPTUAL FRAMEWORK**

- CONCEPT I: AGING IS A NATURAL AND LIFELONG PROCESS OF GROWING AND DEVELOPING.
- CONCEPT II: OLDER PEOPLE AND YOUNGER PEOPLE ARE SIMILAR IN MANY WAYS
- CONCEPT III OLDER PEOPLE ARE VALUABLE AND CONTRIBUTING MEMBERS OF SOCIETY
- CONCEPT IV OLD AND YOUNG CAN ENJOY EACH OTHER AND LEARN FROM EACH OTHER.
- CONCEPT V: PEOPLE HAVE MUCH CONTROL OVER THE OLDER PERSON THEY BECOME.

SESSION 1

INTRODUCTION: The children are introduced to the unit. They are told that the researcher will be visiting their class for the next few weeks to discuss older people with them. Pictures of older people in a variety of activities will be used to help define "older person" to the children. The TDHHS poster used in the pretest will again be utilized, and the children will be asked to pick out the pictures of older people on the poster.

It will be shared with the children that we will be asking questions about older people, reading stories about older people, talking about older people, and doing other activities about older people. We will be doing these activities to help us learn about older people and ourselves as we age.

The children will be asked to think about older people that they know and encouraged to talk about them in class. The children will be encouraged to ask questions and add to discussions.

READ AND DISCUSS: I Have Four Names for My Grandfather (1976) by Kathryn Lasky. Discuss how this one older person was viewed by his grandson. Ask the children to try to remember the four names that Tim had for his grandfather. Have them tell the names after the story.

Let the children know that they will be having name tags with the KATS symbol for "Kids Are Tomorrow's Seniors", and that if they are good listeners and good behaviors they will be able to keep their tags at the end of the unit.

Let the children know that the researcher is very pleased to be able to work with them, and glad that they will be participating in the unit. Let the children know that the researcher would be returning in a few days.

SESSION 2

CONCEPT I: AGING IS A NATURAL AND LIFELONG PROCESS OF GROWING AND DEVELOPING.

1.1 Understands that people become older throughout life.

CONTENT: Everyday people get older. Children have grown from babies and will continue to grow to become adults, and older adults.

TEACHING-LEARNING OPPORTUNITIES:

READ AND DISCUSS: Animals on the Farm (1968) by Jan Pflogg and When I Get Bigger (1983) by Mercer Mayer. Talk about how animals grow and children are growing. Talk about how children will someday be adults, and someday older adults.

Use pictures depicting people of many ages (infant through older adults) to engage the children in a discussion of older people. Have the children help to arrange the pictures in chronological order--to tell who is older. Engage in a discussion of how people are growing and aging. Try to get the children to use multiple descriptors of the older people, and try to elicit positive descriptors. Use felt board pictures as well as laminated pictures.

READ AND DISCUSS: Pancakes for Breakfast (1978) by Tomie DePaola. The story has no words. The children are asked to help tell the story by the pictures. Talk about the older woman in the book as intelligent, adaptive, independent, and resourceful.

SESSION 3

CONCEPT 1 (continued)

1.2 Understands that people continue to develop, learn, and do throughout life.

CONTENT: People continue the capacity to learn throughout life. It is not uncommon for older people to go to school, or learn a new hobby or trade. Old age can be a time of great personal growth and development. Older people are knowledgeable and intelligent. Older people are actively engaged in activities.

TEACHING-LEARNING OPPORTUNITIES:

Share and discuss pictures of older persons going to school, older workers, and other activities.

READ AND DISCUSS: Grandma is Somebody Special (1976) by Susan Goldman. Talk to the children about the grandma in the story going to school and to work.

Ask the children to name something that they would like to be learning or doing as an older person. Try to get as many children to respond as possible. Write the activities down and read the list back to the children. Encourage the children to use a variety of descriptors for people who are older.

READ AND DISCUSS: Kevin's Grandma (1975) by Barbara Williams. Ask the children to try to remember some of the activities that the grandmother's do in the story. Talk about all the different activities that the grandmother's are doing.

SESSION 4

CONCEPT II: OLDER PEOPLE AND YOUNGER PEOPLE ARE SIMILAR IN MANY WAYS.

2.1 Shows an awareness that older people and younger people are similar in many ways.

CONTENT: All people have the same basic physical , social, and emotional needs. All people evidence the same kinds of feelings. Aging does not make a person's needs and feelings change or go away. All ages of people are very similar.

TEACHING-LEARNING OPPORTUNITIES:

Talk about people's similarities (i.e., food/good nutrition, clothing, shelter, safety, companionship), emotions, feelings. Have the children discuss one way each of them is like an older person. If the children cannot think of a similarity help them to do so.

2.2 Understands that activities and interests that can be carried on as one ages.

CONTENT: Age is not a leveler of individual differences. The things that one does as a younger person are often the things that one continues to do as an older person. Activities can be planned to be "lifespan activities". Children need to begin to think in terms of activities or interests that they would like to do throughout life.

TEACHING-LEARNING OPPORTUNITIES:

Talk about older and younger people doing similar things such as: photography, reading, hiking, boating, going to school, drawing, music, crafts, sewing playing, dancing, swimming. Talk in terms of "lifespan" activities. (This begins to look at planning for old age.)

READ AND DISCUSS: Emma (1980) by Wendy Kesselman. Discuss with the children things such as painting and drawing as lifespan activities.

Use the felt board for the children to select activities that they would like to do as an older person. Layout the felt board pictures and let each child select one activity that they would like to do as an older person. Discuss the selections.

SESSION 5

CONCEPT III: OLDER PEOPLE ARE VALUABLE AND CONTRIBUTING MEMBERS OF SOCIETY.

3.1 Knows that older people are involved in many activities.

CONTENT: Being older does not mean that a person becomes inactive. Many older people are actively involved in family and community life. Some people are more active now than they ever were. Older people are involved in many activities everyday.

TEACHING-LEARNING OPPORTUNITIES:

Show a shortened version of the American Heart Association movie: "Feelin Fine." The movie has many older people in it, and the older people are doing things such as swimming, hiking and gardening.

CONCEPT IV: OLD AND YOUNG CAN ENJOY EACH OTHER AND LEARN FROM EACH OTHER.

4.1 Recognizes that doing things with an older person can be fun and interesting.

CONTENT: Older people and younger people often have much a natural tendency to get along. They can enjoy each others company and assist each other in living life to the fullest and best. Activities that bring old and young together help us to understand each other better and love each other more.

TEACHING-LEARNING OPPORTUNITIES:

Have the children discuss a fun thing that they have done with an older person--someone in the family or someone outside the family.

READ AND DISCUSS: I Know A Lady (1984) by Charlotte Zolotow.

SESSION 6

CONCEPT V: PEOPLE HAVE MUCH CONTROL OVER THE OLDER PERSON THEY BECOME.

5:1 Realizes that he/she has much control over what their later years will be like.

CONTENT: Planning and anticipatory guidance is important throughout life. It helps us to see where we have been and where we are going. Planning helps people to make well thought out decisions about their lives. There is much individuality to the older person that each one of us becomes.

TEACHING-LEARNING OPPORTUNITIES:

Talk to the children about how they are free to make many decisions about what they will be like later in life. Rediscuss "lifespan" activities.

READ AND DISCUSS: Miss Rumphius (1982) by Barbara Cooney.

Summarize with the children what they have learned about older people.

Talk to the children about how they all have the potential to be super, active older people. Ask them if they all plan to be great older people.

Let the children know that the researcher will be returning to ask them the same questions that they did earlier in the pretest.

Thank the children for their participation. Leave the name tags that the children used for the unit with the children.

APPENDIX G

UNIT ON AGING BOOK LIST

PROMOTING POSITIVE ATTITUDES TOWARD AGING AMONG YOUNG
CHILDREN

PRESCHOOL BOOK LIST

Aliki (1984). *FEELINGS*. New York: Greenwillow Books (PS-3: Picture Book). \$9.95

Pictures, dialogs, poems, and stories that portray the various emotions we all feel such as: anger, jealousy, sadness, fear, joy and love. Helps to facilitate discussion on how old and young are similar.

Bang, Betsy (translator). (1978). *THE OLD WOMAN AND THE RICE THIEF*.

* New York: Greenwillow Books. (PS-3: Picture Book) \$11.88

"Every night a thief steals my rice," the old woman said, and off she went to seek help. With her quick wit the old woman is able to outsmart the rice thief. Portrays the older woman as clever, quick-witted and intelligent.

Berenstain, Stan and Jan (1986). *A WEEK AT GRANDMA'S*. New York:

* Random House. (PS-2: Picture Book/First Time Books) \$1.95

When brother and sister bear find out that they are going to spend a week with their grandparents they wonder what they will do. They end up having a wonderful time. This book can be used to help show children that older people can be very active and interesting.

* Indicates a highly suggested book. Please note: It is recommended that all books be reviewed by the parent or teacher for appropriateness prior to their use. If the reading level of a book is beyond that of the child the teacher or parent may wish to "talk through" the story to the student.

This list is meant to be a list of books-in-print on aging for young children. For out-of-print books please check your local library. The prices are approximate.

Busquets, Carlos. AT THE MARKET. New York: Derrydale Books.

(PS-1: Picture Book) \$1.95

This briefly narrated book details shopping at the market. At almost all of the stands there is an older adult working. this can be used as a point of discussion with the children.

_____. A DAY ON THE FARM. New York: Derrydale Books.

(PS-1: Picture Book) \$1.95

This briefly narrated book illustrates a day on the farm. The children arise early to start the farm chores. Grandma is seen at lunch with the family and grandpa is shown sampling the first wine of the year. There is no dialogue for the older people, but they are incorporated into the life of the farm family.

Buss, Nancy (1986). HOW THINGS GROW. Racine, Wisconsin: Western

* Publishing (PS-3: Picture Book/Little Golden Book) \$.79

This book talks about plants, animals and people changing and growing. It provides an opportunity for children to take a look at growth and development throughout life in terms they can understand.

Caines, Jeanette. (1980). WINDOW WISHING. New York: Harper and Row.

(PS-3: Picture Book) \$9.89

A sister and her brother spend a vacation with their fun and unconventional grandmother. Grandma Mag isn't ordinary. She wears sneakers and can make a kite and thinks the cemetery is the most peaceful place there is to have a picnic. A grandmother full of spunk and humor. Minority group representation of the elderly.

Cooney, Barbara (1982). MISS RUMPHIUS. New York: Puffin Books. (PS-3: * Picture Book) \$4.95

When Alice was a little girl she helped her grandfather who was an artist. She shared with her grandfather that when she grew up she wanted to do two things: go to faraway places and live beside the sea. Her grandfather told her that there was a third thing that she must do: "You must do something to make the world more beautiful." When Alice grew up and became Miss Rumphius she lead an interesting life, and readily accomplished the first two goals. How she accomplished the third makes the story interesting and heartwarming. At the end of the book Miss Rumphius is an older woman. She leaves the young reader with the same thought her grandfather had given her many years ago: "You must do something to make the world more beautiful." A sensitive portrayal of the grandfather and of Miss Rumphius' life.

DePaola, Tomie (1984). THE KID'S CAT BOOK. New York: Holiday House * (PS-3: Picture Book) \$5.95

Patrick goes to Granny Twinkle's for a free kitten and learns everything there is to know about cats--their different breeds, care, place in art, literature and history. Portrays the elderly in a positive manner. Shows the elderly woman as knowledgable.

_____. (1978). PANCAKES FOR BREAKFAST. New York: Harcourt * Brace. (PS-2: Picture Book) \$5.95

A little old lady's attempts to have pancakes for breakfast are hindered by a scarcity of supplies and the participation of her pets. There are no words to this story. The pictures are easy for young children to follow, and they enjoy helping to make up the story. It portrays the older woman as active, flexible and resourceful.

Douglass, Barbara (1982). GOOD AS NEW. New York: Lothrop, Lee, and * Shepard. (PS-3: Picture Book) \$11.88

Grady's Grandpa is known for his ability to fix just about anything. When a young cousin ruins Grady's prize teddy bear Grandpa does a wonderful job of sewing and fixing it. He fixes it "better than new!" Portrays the grandfather as intelligent, creative, and sensitive to the needs of the child. Conveys a loving and positive relationship between the boy and his grandfather.

Fulton, Janet (1969). WILD ANIMAL BABIES. Racine, Wisconsin: Western Publishing Company. (PS-1: Picture Book/Golden Shape Book) \$.69

This book can be used to illustrate one of the beginning concepts in aging education: aging is a natural and lifelong process of growth and development. Children can be helped to see that babies grow into adults and older adults.

Goffstein, M. B. (1976). FISH FOR SUPPER. New York: Dial Press. (PS-2: Picture Book) \$5.89

When grandmother went fishing she would get up at 5 a.m., make breakfast, and go down to the water to fish. She would fish all day, and then come home to fix her fish supper. Grandma is seen as being very capable and independent.

_____. (1978). MY NOAH'S ARK. New York: Harper & Row. (PS-2: Picture Book) \$9.57

When she was a little girl her father made her a Noah's Ark carved from wood. Now a 90 year old woman fondly remembers a lifetime of pleasure that the Noah's Ark and its animals had given her. This book helps to illustrate how people can enjoy things throughout life.

Goldman, Susan (1976). GRANDMA IS SOMEBODY SPECIAL. Chicago: * AlbertWhitman. (PS-3: Picture Book) \$9.25

A young girl enjoys visiting her grandmother in a tall apartment building in a big city. The grandmother shows a wide range of behaviors. She works, goes to school, buys cookies at the bakery, and does some very interesting things with her granddaughter. The special things that the two do together make this a very enjoyable and enlightening book.

Gomi, Taro (1985). COCO CAN'T WAIT. New York: Puffin Books (PS-1: * Picture Book) \$3.95

Coco and her grandmother are thinking about each other at the same time. They both set out to see the other and find each other gone. They are finally able to meet each other half-way and share a basket of apples together. On her way to meet Coco half-way the grandmother rides a motorcycle.

Harris, Robin (1982). HELLO KITTY SLEEPS OVER. New York: Random House (PS-1: Picture Book) \$3.50

Kitty sleeps over with her grandparents. Her grandparents help her to get through the nights separation from her parents. They have toys for her, a special dinner, stories to read. Her hand being held by grandma as she falls asleep is very special. Many children are already familiar with Hello Kitty and would enjoy this book.

Hazen, Barbara (1968). ANIMAL DADDIES AND MY DADDY. Racine, Wisconsin: Western Publishing Company. (PS-2: Picture Book/Golden Book) \$.99

This book can be used to illustrate one of the beginning concepts in aging education: aging is a natural and lifelong process of growing and developing. Discussion with the children can focus on how children will someday grow up to be adults and older adults.

Hest, Amy (1984). THE CRACK-OF-DAWN WALKERS. New York:

* MacMillan. (PS-3: Picture Book) \$9.95

Every other Sunday Sadie and her grandfather go for their special early morning walks together. Sadie delights in this special time together with her grandfather. They talk about the "old country", stop at a bake shop and sip cocoa. Later, as others rise from their beds they notice the two very different size sets of tracks left by the "crack-of-dawn" walkers. Enjoyable text that is well received by children.

Hooker, Ruth (1986). AT GRANDMA AND GRANDPA'S HOUSE. Middleton,

* Connecticut: Weekly Reader Books. (PS-1: Picture Book) \$1.95.

Describes an enjoyable visit of two children and their parents to the children's grandparents.

Hurd, Edith T. (1982). I DANCE IN MY RED PAJAMAS. New York: Harper & Row. (PS-3: Picture Book) \$10.89

When Jenny goes to visit her grandparents she is warned by her parents not to make too much noise because grandpa and grandma like peace and quiet. However, Jenny knows better. She knows that no one is as good at jumping and stomping as Grandpa when he dances, and Jenny dances with him in her red pajamas. Grandma is a wonderful cook and knows more about cats than anyone. Jenny and her grandparents play games, and when Grandpa tucks her into bed he says: "Oh what a beautiful, lovely, noisy day." Jenny loves her visits with her grandparents. Older people are portrayed as active, interesting, and vibrant.

Kesselman, Wendy Ann (1980). EMMA. New York: Doubleday. (PS-3: Picture Book) \$10.95, \$4.95 (pb)

Motivated by a birthday gift a 72 year old woman begins to paint. This book illustrates the creativity of the elderly.

Klein, Leonore (1983). OLD, OLDER, OLDEST. New York: Hastings House. (PS-3: Picture Book) \$10.95.

This book discusses how people and animals grow old. When using it with younger children the discussion of animal lifespan may be too confusing, and the reader may want to stay more directly with the sections on human development.

Kunhardt, Edith (1985). GRANDMA AND GRANDPA SMITH. Racine, Wisconsin: Western Publishing Company. (PS-2: Picture Book/Golden Book) \$.99

Sam and Sally Smith lived with their parents in a big apartment building in the city. Every summer it was a special treat to visit their grandparents in the country. Although Grandma and Grandpa are home all day they are very busy. They tend a garden, do carpentry work, go shopping, share memories and play with the children. The children especially like visiting the attic where they can see things like their father's old baseball glove and a locket with a picture of grandma when she was a girl.

Lasky, Kathryn (1976). I HAVE FOUR NAMES FOR MY GRANDFATHER.

* Boston: Little, Brown. (PS-3: Picture Book) \$11.95

A young boy describes his close relationship with his grandfather who he calls: Poppy, Pop, Grandpa, and Pops. This is a heartwarming story of a loving and sharing relationship between grandparent and grandchild.

Lucas, George (1985). STAR WARS. New York: Random House. (PS-3:

* Picture Book) \$5.95

Children are often familiar with the Star Wars saga. Although the book is wordy, and the dialogue may not keep the interest of the younger children, the story can be told through the pictures. One of the heroes is an older man named Obi-Wan Kenobi. Obi-Wan is portrayed as a person of great integrity--a role model who is sensitive, intelligent, loyal and resourceful. Children generally like, enjoy and relate to Obi-Wan. The story portrays an older person as an honored, valuable, and contributing member of society.

Mayer, Mercer (1983). JUST GRANDMA AND ME. Racine, Wisconsin:

* Western Publishing. (PS-1: Picture Book/Golden Look-Look Book) \$1.50.

A story of a grandma animal and her grandson and a day at the beach. They do a lot of fun things together.

_____. (1983). WHEN I GET BIGGER. Racine, Wisconsin: Western

* Publishing. (PS-1: Picture Book/Golden Look-Look Book) \$1.50

A look at growing up on an level that young children can understand. Open to a lot of discussion about growing throughout life--growing from children to adults to older adults. Let's the children look at some of the things that they would like to do when they are older.

Olson, Arielle North (1984). HURRY HOME GRANDMA! New York: Dutton

* (PS-3: Picture Book) \$9.95

Timothy and Melinda anxiously anticipate their explorer grandmother's arrival for Christmas as she rushes through various adventures to make it home in time.

Oxenbury, Helen (1984). GRANDMA AND GRANDPA. New York: Dial Books.

* (PS-3: Picture Book) \$3.95

A small girl tells about all the good times that she has during her weekly visits to her grandparents house. Illustrates a warm and living relationship between grandparents and grandchildren.

Pflood, Jan (1968). ANIMALS ON THE FARM. Racine, Wisconsin: Western Publishing Company. (PS-1: Picture Book/Golden Book) \$.99

This book helps children to understand a beginning concept in aging education: aging is a natural and lifelong process of growth and development. The book consists entirely of brief narrative accompanied by pictures of animal adults and their young. A discussion of how people grow and develop is an appropriate topic to accompany this book.

Pryor, Bonnie (1985). GRANDPA BEAR. New York: Morrow. (PS-1: Picture Book) \$11.88

Four episodes demonstrate the imaginative games Grandpa Bear plays with Samantha and the affection between them.

Rissing, Karen (1985). BABY ANIMALS. New York: Modern Publishing. (PS-3: Picture Book) \$2.95

This book can be used with a beginning concept in aging education: aging is a natural and lifelong process of growing and developing. The children can be helped to see how babies grow into adults and older adults.

Rylant, Cynthia (1982). WHEN I WAS YOUNG IN THE MOUNTAINS. New York: Dutton. (PS-3: Picture Book) \$3.95.

Reminiscence of the pleasures of life in the Appalachian mountains as a child. There are many references to grandparents in the book and older people are seen in a variety of roles.

Williams, Barbara (1975). KEVIN'S GRANDMOTHER. New York: Dutton.

* (PS-3: Picture Book) \$9.25, \$3.95 (pb)

Kevin and his friend talk about their grandmothers. Kevin's grandmother is very unconventional. She likes MAD magazine, rides a Honda 50, arm wrestles, practices yoga, practices judo, belongs to mountain-climbing/scuba diving/karate clubs, fixes her own roof, goes skydiving, takes her grandchildren on trips, and makes peanut butter soup. His friends grandmother gives piano lessons, plays checkers with him, takes him to the ice cream parlor, belongs to bridge/garden/music clubs, keeps interesting scrapbooks, takes her grandchildren on trips, and volunteers her time. Both grandmothers are portrayed as active and interesting and as having positive, loving relationships with their grandchildren.

Williams, Garth (1956). BABY ANIMALS. Racine, Wisconsin: Western Publishing Company. (PS-1: Picture Book/Little Golden Book) \$.99

This book can be used to illustrate a beginning concept in aging education: aging is a natural and lifelong process of growing and developing. The children can be helped to see that baby animals grow to be adult animals and older animals--as do people grow older.

Wolf, Janet (1984). THE BEST PRESENT IS ME. New York: Harper and Row. (PS-3: Picture Book) \$10.89

A small girl travels to New York with her parents to celebrate her grandmother's birthday but along the way loses the present she had made.

Zolotow, Charlotte (1972). WILLIAMS DOLL. New York: Harper and Row. (PS-3: Picture Book) \$10.89, \$3.80(pb)

William wanted a doll. His father gave him a basketball and a train set instead, but these things did not make William want a doll any less. Grandmother does not think that boys with dolls are sissies. She gets him a doll so that when he grows up he will know how to be a good father.

_____. (1984). I KNOW A LADY. New York: Puffin. (PS-3:
* Picture Book) \$3.95

Hopefully most children would know an older person like the one in this book. Whenever you see her she is either working in her garden, giving out candy apples at Halloween, or just waving to you. She always makes you feel special. She is someone you will always remember and love. Excellent text and enjoyable reading.

APPENDIX H

AGING EDUCATION RESOURCES

AGING EDUCATION RESOURCES

1. The Center for Understanding Aging (CUA).

This nonprofit Center has existed since 1979 (originally the federally sponsored: Teaching and Learning About Aging Project). It is possibly the longest standing resource center on teaching and learning about aging in the United States. CUA has as its major goals: educating the public about issues of aging, dispelling myths about aging and old age, promoting aging education, and encouraging interaction and cooperation between generations. CUA has teacher resource publications such as: Education for aging: A teacher's sourcebook; Ageism in literature: An analysis kit for teachers and librarians; and Realistic portrayal of aging: A selected annotated bibliography; as well as curriculum resource publications. CUA publications can also be found in the ERIC Document system. CUA will send its publication list upon request and all publications carry free right of duplication for nonprofit educational purposes. Center staff are available to consult with individuals, groups and school districts needing assistance in planning or developing aging education and/or intergenerational activities. The Center published a newsletter with notification of recent publications, services, conferences and workshops, and other news relating to aging education and intergenerational activities.

Contact: Fran Pratt, Director
Center for Understanding Aging
Framingham State College
Framingham, Massachusetts 01701

2. National Center on Aging and Community Education (NCACE)

Centers for Community Education Development are located in all parts of the country to provide information, technical assistance and training. These centers have worked with school districts and other agencies in communities across the country to instill a better sense of community through community education. NCACE serves as a national service center for training, research and citizen participation on aging. The Center promotes aging education and fosters intergenerational

programs. It has a computer data bank system that on intergenerational and other aging programs. It is an excellent resource center for educators around the country, and has many materials for loan and distribution. The Center recently sponsored an invitational conference in Flint, Michigan for approximately 30 gerontologists around the country who were working with aging education and intergenerational programs called: "Training for Trainers" program. It is hoped that these participants will help to promote aging education and intergenerational programs in their communities and states.

Contact: Mala Daggett, Director
National Center on Aging and Community Education
2723 Foxcroft Road, Suite 211
Little Rock, Arkansas 72207

3. Generations Together

Generations Together is part of the University of Pittsburgh's Center for Social and Urban Research and was established to promote mutually beneficial interactions between young and old. Its goals are to: develop and enhance meaningful roles for older persons, improve the psychosocial and physical well-being older persons, enhance the learning and growth of children and youth, increase understanding between the young and old, and create linkages among community agencies serving youth and older people. This group develops programs which provide opportunities for intergenerational interactions between youth and older people. Some of their programs include: Senior Citizen School Volunteer Program, Senior Citizens Artists' Resource Program, Curriculum on Aging Program (On Growing Older: Curriculum Guides Grades 1-6), Child Care Intergenerational Program, Youth in Service to Elders, Elders in Service to At Risk Youth, and Intergenerational Service-Learning Program at a Nursing Home. A training packet and publications catalog are available upon request.

Contact: Sally Newman, Program Director
Ronald Marks, Director--On Growing Older
Generations Together--University of Pittsburgh
811 William Pitt Union
Pittsburgh, Pennsylvania 15260

4. Academic Training in Aging for Florida Educators (ATAFE)

ATAFE is funded by the U.S. Department of Health and Human Services, Administration on Aging and promotes positive attitudes toward aging through inclusion of aging education in the preparation of elementary and secondary school teachers. This program has developed curriculum materials on aging education.

Contact: Dr. Halaine-Sherin Briggs
University of South Florida
ATAFE
Box 3208
Tampa, Florida 33620

5. American Association for Retired Persons (AARP)

This group has an extensive reference library and is actively in intergenerational programs. The Association has information available on aging education. Growing together: An intergenerational sourcebook, was published by the association in 1985.

Contact: AARP
1909 K Street NW
Washington, D.C. 20006

6. Clearinghouse for Elementary and Secondary Aging Education

This Clearinghouse has served as a curriculum resource for aging education grades K-12. CESAE has information on aging education programs and curriculum material. Due to recent budget cuts the CESAE Newsletter has not been recently published and the Clearinghouse data bank has not been recently updated.

Contact: Dr. John Myers
CESAE
Box 5112
Tennessee Technological University
Cookeville, Tennessee 38501

VITA

Sandra L. McGuire was born in Flint, Michigan, on January 28, 1947. In 1969 she graduated with honors from the University of Michigan with a Bachelor of Science in Nursing. In 1973 she graduated with high honors from the University of Michigan School of Public Health with a Master's Degree in Public Health.

She worked as a public health nurse and public health coordinator before assuming teaching positions at the University of Michigan and the University of Tennessee in community health nursing. In 1981 she co-authored Comprehensive Family and Community Health Nursing for the McGraw-Hill Book Company. That text is presently in its second edition and received an American Journal of Nursing Book of the Year Award in 1987.

In 1984 she enrolled at the University of Tennessee in Knoxville, to begin work on a doctorate in education. The topic for her dissertation focuses on health education and gerontology. She received the Doctor of Education in August 1988.

The author is a member of numerous professional organizations including: Sigma Theta Tau, Pi Lambda Theta, Phi Kappa Phi, the American Public Health Association, the Southern Gerontological Society, and the National League for Nursing. The author is a board member of the Center for Understanding Aging and is listed in Who's Who of American Woman and Who's Who in Nursing.