

# GG2

GREAT GEN 2.0

An educational program of



**HAZEL'S ARMY**

## ***GreatGen2.0: Lesson Overview***

### **A. Prior to *GreatGen2.0* Presentation:**

The guiding questions and introductory material below will provide students with a context for the *GreatGen2.0* presentation. It assumes that you will prepare students a day in advance. The guiding questions are intended for small group discussion and should trigger student's thoughts about their relationships and experiences with seniors. The optional follow-up and extension activities are designed to be challenging and engaging for students. These exercises encourage empathy on an authentic level because they inspire students to action on behalf of a specific population. Each activity correlates directly with common core standards. These standards are noted in the activity documents.

*Guiding Questions:* Who is the oldest person you know? Describe your relationship with that person. What have you learned from him/her? What is one accomplishment that he/she is most proud of...do you know?

*Introductory Material:* (Tomorrow) we will hear an engaging presentation from an accomplished individual who has learned a great deal from the stories of older adults. Aaron Byzak—founder and chief advocate of a community organization called Hazel's Army—will share an incredible story from America's "Greatest Generation." The "Greatest Generation" refers to the men and woman who grew up in the United States during the Great Depression, then went on to fight in WWII or contribute on the home front.

Last year marked the 70<sup>th</sup> anniversary of the end of WWII. In the coming years, the unshared memories of WWII and other pivotal events will be permanently lost. The *GreatGen2.0* presentation emphasizes the importance of preserving the stories of "The Greatest Generation" and beyond. After hearing the presentation, you will have the opportunity to speak with, and advocate for, older adults. Doing so will inspire you to follow your own path to greatness and become influential members of "*GreatGen3.0*."

### **B. Follow-up Activity: *GreatGen3.0* Oral History Interview Assignment**

The follow-up activity begins on page (2) of this lesson plan and includes the following sections: The *GreatGen3.0: Oral History Interview Assignment*, a list of the common core standards addressed by the assignment, and a sample interview release form.

If permitted, Hazel's Army would like to collect any completed interviews for inclusion in a future book about intergenerational learning—arrangements to be coordinated by *GreatGen2.0* program directors.

### **C. Extension Activity: *GreatGen3.0* Capstone Project**

The extension activity begins on page (6) of this lesson plan and includes the following sections: The *GreatGen3.0: Capstone Project*—annotated to include common core standards and teacher notes.

# **GreatGen3.0: Oral History Interview Assignment**

“In their rememberings are their truths” - Studs Terkel

## **Defining Oral History:**

Oral history is the systematic collection of individual memories for documentation. When we conduct an oral history interview, we capture the voice of a person who lived during a specific time period.

Because oral history necessarily relies upon the spoken word, subject matter is limited by the human lifespan. This natural boundary moves forward in time with every generation. In the coming decades, the unshared memories of the Great Depression, WWII, and other pivotal events will be permanently lost. It is logical then, to place great priority on collecting the oral histories of older adults. In addition to sharing unique first-hand experiences of historical events, seniors may provide valuable insight into the aging process. As we gain a deeper understanding of the past, and set realistic expectations for the future, our lives continue to be shaped.

## **Assignment:**

Conduct an oral history interview with someone age 65 or older using the guidelines below. The oral history interview consists of three critical elements, which occur *before the interview, during the interview, and after the interview.*

## **Guidelines for Conducting an Oral History Interview**

### **I. Before the Interview**

Identify a person to interview: You may choose to interview a relative, a neighbor, a teacher, a family friend, someone you know in the community, etc.

Schedule the interview: Agree on a date, time, and quiet place to do the interview. If necessary, your interview may be conducted over the phone.

Perform background research: If you are interested in asking questions about specific historical events, be sure to do some research so that you are familiar with the topics that you will discuss.

Prepare your questions: Start with basic biographical information. Then, develop clear, focused, open-ended interview questions. Tip: Begin your questions with “How,” “What,” or “Why.”

Gather your supplies: Be prepared to take notes—either with pen and paper or on a laptop/tablet. You may also choose to record the interview. If so, practice using the recording device beforehand.

### **II. During the Interview**

Inform your interviewee: Before asking your first question, introduce yourself and clearly explain the purpose of the interview. You may use the following script:

I am a student from (school name). I am going to ask you some questions about your life experiences. I will take notes on, and/or record our conversation. After the interview, I'll will type up your responses to my questions to submit to my

teacher as part of an assignment and can share with you if you are interested. Later, I may submit the interview for publication in a book on oral histories.

*Be an active listener:* Show interest in what your interviewee is saying. Ask follow-up questions and be prepared to detour from your script if he/she brings up an interesting subject that you'd like to explore further. Tip: People need some time to gather their thoughts. Don't rush your interviewee into answering a question—be prepared for a little silence.

*Take notes:* Take detailed, accurate notes throughout the interview.

*Finish strong:* Plan to complete the interview in an hour or less. When you are finished with all other questions, ask your interviewee if there is anything else he/she would like to discuss. Then, conclude by thanking your interviewee for his/her time.

### **Sample Questions**

- What is your full name?
- Where and in what year were you born?
- Describe the place where you grew up. What was it like? How has it changed?
- Where did you attend grade school? High School? What were your schools like?
- How many years of education have you completed?
- Describe yourself as a young adult. What did you do for fun?
- Where have you lived?
- What jobs have you had?
- If you served in the military, when and where did you serve? Duties? Rank?
- How did specific historical events effect your family and community?
- What were some of your experiences during these events?
- What would you consider to be the most important inventions during your lifetime?
- How is the world different now than it was when you were a child?
- Do you remember your family discussing world events and politics?
- Who are three people in history you admire most and why?
- What wars have been fought during your lifetime? How did these affect you?
- What do you think has stayed the same/changed about you throughout life?
- What things are most important to you? Why?
- How have your dreams and goals changed throughout your life?
- If you could go back to any age, what age would it be and why?
- How do you feel about growing older?
- What do you look forward to most?

### **III. After the Interview**

*Type your interview notes:* Type up your complete interview notes (questions and responses) promptly. Remember that the purpose of the oral history interview is to accurately collect individual memories for documentation.

*Send a thank-you note:* Send a hand-written thank you note to your interviewee.

*Complete reflection questions:* Write a short reflection on the following:

1. Describe your observations of the interview. What topics did your interviewee enjoy discussing? What was difficult for him/her to talk about? What specific historical events were of most significance to him/her? What conclusions might you draw about

these events? What did you learn from his/her account that you didn't know before? In what ways was conducting an oral history challenging for you? In what ways was it rewarding?

2. How have the *GreatGen2.0* presentation and the oral history interview assignment impacted you?

## **Common Core Standards Addressed by *GreatGen3.0*: Oral History Interview Assignment**

### [CCSS.ELA-Literacy.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### [CCSS.ELA-Literacy.SL.11-12.1.a](#)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

### [CCSS.ELA-Literacy.SL.11-12.1.b](#)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### [CCSS.ELA-Literacy.SL.11-12.1.c](#)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

### [CCSS.ELA-Literacy.SL.11-12.1.d](#)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### [CCSS.ELA-Literacy.SL.11-12.2](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### [CCSS.ELA-Literacy.SL.11-12.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

# Interview Release Form

By signing the form below, you give your permission for any recordings and/or transcriptions made during this interview to be used by the student, and/or researchers and the public for educational purposes including (but not limited to) assignments, projects, publications, exhibitions, and presentations. By giving your permission, you do not give up any copyright or performance rights that you may hold.

I agree to the uses of these materials described above, except for any restrictions, noted below.

Interviewee Name: \_\_\_\_\_

Interviewee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer's name: \_\_\_\_\_

Interviewer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Restriction description: \_\_\_\_\_



## ***GreatGen3.0: Capstone Project***

“How wonderful it is that nobody need wait a single moment before starting to improve the world” – Anne Frank

Through the *GreatGen2.0* presentation and oral history interview assignment, you learned that the wisdom and memories of older adults are incredibly valuable. If we choose to listen...our lives will be greatly enriched. *GreatGen2.0* is an intergenerational education program created by an organization called **Hazel’s Army**. With efforts focused on community education, consumer awareness, and legislative advocacy, Hazel’s Army gives voice to seniors and their families.



The *GreatGen3.0* Capstone Project will challenge *you* to improve the lives of older adults through innovative and empathetic thinking. You will be given the tools necessary to make an impactful change in your community, and to be pioneers in the rapidly growing field of gerontology.

**TEACHER NOTES:** The Partnership for 21<sup>st</sup> Century Skills notes that: “Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity and innovation, critical thinking and problem solving, communication and collaboration is essential to prepare students for the future.” This project-based lesson directly addresses these critical skills for students, as well as specific common core standards on Speaking and Listening. These standards are noted below.

### **Capstone Guidelines**

I. *Brainstorm a project:* Your challenge is to brainstorm one major change that could be made in your community to improve safety and/or quality of life for seniors. The project you select should be of interest to you, and of relevance to your community. You may choose to explore any of the examples listed below, or better yet, create an original idea of your own.

- Repair sidewalks
- Increase number of bus stops
- Increase number of streetlights
- Build a grocery store
- Build or upgrade parks
- Increase police presence
- Make streets more pedestrian-friendly
- Improve public transportation
- Improve emergency evacuation procedures for older and disabled adults living at home in the community

**TEACHER NOTES:** Allow students to first discuss the guiding question in pairs or triads. Review the rules for brainstorming before the exercise begins. Most importantly, students should be reminded that every idea has merit, no matter how far fetched it might sound in the beginning. Great innovations are often the product of a second or third best idea. Encourage each pair to share some of their ideas and record them for all to see. This will trigger many more ideas and allow every student to participate.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

II. *Conduct Research:* Once you have identified your project, you will need to conduct research to answer the following (4) questions:

- 1. What is the current condition that you wish to change?**
- 2. What is your innovative solution?**
- 3. Why is your solution necessary to improve safety and/or quality of life for seniors?**
- 4. How do you intend to implement your solution?**

Your research could be organized as follows:

a. *Gather Background information:* Collect detailed background information on the current condition you wish to change. You may find this information online, or through conversations with seniors and first-hand observations in the community.

For instance, if you were to choose the project, “improve public transportation,” you should be prepared to answer the following questions: What is the current condition of the public transportation system in your community? Why does it need to be improved? Is it accessible to all residents? Do residents feel safe utilizing it? Is it reliable? Do the routes cover a comprehensive service area?

b. *Design an Innovative Solution:* Based on the background information you collect above, design an innovative solution that will improve safety and/or quality of life for seniors in your community.

After conducting your background research for the example above, you might conclude that the public transportation system is deficient because it does not offer rides *within* the community itself. Therefore, residents who cannot drive have difficulty regularly traveling to the grocery store, hardware store, pharmacy, etc. One innovative solution would be, “Take a Scooter, Leave a Scooter”—a scooter-sharing initiative. Loosely modeled after the Zagster bike-sharing program, “Take a Scooter, Leave a Scooter” allows members to rent and return scooters to easily accessible stations in the community. Scooters are a safe and familiar form of transportation for many seniors.

c. *Develop Project Rationale:* Explain why the solution you wish to implement is



necessary to improve safety and/or quality of life for seniors. Be sure to research this section carefully using relevant resources.

Keep in mind that seniors are an incredibly heterogeneous—or diverse—population. Don't make assumptions based on stereotypes, and avoid generalizations. Because everyone ages differently, the solution you develop for in your community will not affect *every* senior. However, it may be of critical importance to those who can benefit from it!

d. *Refine Your Project*: Focus on refining your innovative solution so that it may feasibly be implemented in your community. Consider who is ultimately responsible for making the decisions regarding your proposed idea. Explore the potential costs, timeline, and logistical challenges associated with the project.

**TEACHER NOTES:** This segment challenges students to see the world through the eyes of an older adult—it is intentionally designed to develop empathy. This is the background information that any inventor, legislator, artist or researcher has to consider. What conditions currently exist and what would change those conditions for the better?

#### CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

III: *Create a Visual*: Produce a visual representation of your idea. Be creative, consider your audience, and sell your vision. Keep in mind that effective visuals may boost engagement and communicate a message that will be remembered. You may consider creating a brochure, infographic, model, graph, wordle, sketch, PowerPoint, storyboard, map, YouTube video, animation, etc.

**TEACHER NOTES:** This is a chance for all students to use their strengths and innate gifts to best communicate their ideas. There are suggestions listed—but students should be encouraged to develop an effective visual through whatever creative means they choose.

#### CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

IV: *Develop an Action Plan*: Utilize your research findings and any other resources to complete a preliminary Action Plan (outlined below). Your plan will clarify the steps and resources required for you to actually launch your solution in the community:

# Action Plan

<b>Part 1. Description</b>
<b>Describe the condition you wish to change</b>
<b>Describe your project idea</b>
<b>List three ways that your project will improve the lives of seniors in your community</b>
<b>Part 2. Planning</b>
<b>Describe the resources required to implement your solution</b>
<b>Identify who you need approval from</b>
<b>Propose a timeline</b>
<b>Summarize your next steps</b>

**TEACHER NOTES:** The Action Plan is a simple format that allows students to take their Capstone Project to the next level. Most students will not have the time, expertise, connections or interest to actually see their project through to fruition. But there is always the one student who does! The Action Plan teaches students how to take the first critical steps toward executing an idea.

V. *Present your Project:* Each student will have the opportunity to present his or her project (including visual and Action Plan) to the class. The presentations should be five minutes in length—followed by a brief Q/A. When all of the presentations are complete, every student will vote for (3) projects that he or she would be most interested in “funding” (just like Shark Tank!). Therefore, as audience members, students should engage in critical listening, and evaluate the rationale, feasibility, and ingenuity of each project presented.

**TEACHER NOTES:** The Shark Tank format gives students an opportunity to pitch their ideas to an audience. Develop a rubric so that all students judge their classmates’ projects based on the same criteria. It could be as simple as a 1-4 score in 4 categories: rationale, feasibility, ingenuity, and one additional category that the class collectively agrees on.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks