



## Older people and The Salvation Army

A collection of 'Pick and mix' activities to explore how The Salvation Army supports older people. There is an optional Covid-19 focus which you can explore with your group. Slides two and three are core slides, and all activities can be adapted to suit your group.

### Lesson objectives:

- To understand how The Salvation Army supports older people.
- To explore how students can help older people in their community.

### Resources needed:

- Older people's lesson plan
- Older people's PowerPoint slides



### Slide 1 The Salvation Army in pictures

There are five sets of two pictures each. Click the mouse or space bar to bring up the next set of images. Ask students to look at each pair of images and think about how they might relate to The Salvation Army. Go through each pair of images and explain the relevance to The Salvation Army. Some extra information is provided in italics.

- Image 1: A Salvation Army brass band. *This may be a familiar sight to the pupils*
- Image 2: A Salvation Army volunteer comforting a member of the public
- Image 3: A Salvation Army volunteer giving out food to people experiencing homelessness
- Image 4: A Salvation Army emergency services vehicle (international). *These vehicles respond to emergencies and offer support wherever they are. The Salvation Army is at work in more than 130 countries around the world.*
- Image 5: A Salvation Army officer visiting a vulnerable family
- Image 6: A Salvation Army volunteer packing food parcels
- Image 7: A Salvation Army volunteer serving the community a Christmas meal
- Image 8: A Salvation Army officer speaking to someone at their corps (church). *Can any students work out the location based on the text on the wall? If not, prompt them to figure out the location and ask why a conversation may be taking place here.*
- Image 9: A Salvation Army corps (church) building. *Students may not know The Salvation Army is a Christian movement. Stress that all the other activities The Salvation Army does are based on its faith and the desire to 'Love God, Love Others'. Salvationists put their faith into action by serving those in need.*
- Image 10: A Salvation Army charity shop. *This may be the first thing that comes to students' minds when thinking about The Salvation Army, but the charity shops are just a small part of what the Army does.*

Ask the group:

- What have you heard today that you didn't know about The Salvation Army?
- What have you found interesting about The Salvation Army?
- What do you want to know more about The Salvation Army?



### Slide 2 Title slide

Share the title of the lesson and learning objectives.





### Slide 3 Supporting older people

One of the ways The Salvation Army shows its object is to 'Love Others' is to support marginalised members of society. Older people are often ignored as they are sometimes to be no longer useful. The Salvation Army supports people later in life and helps unlock the opportunities available to them.

The Salvation Army believes it is important to continue to develop spiritually, socially, culturally and emotionally, but also to challenge the stereotypes and prejudices we have about the 'old'. Due to this there are a range of activities available for older people (some examples are found on the slide).

The Salvation Army takes its motivation from the words of Jesus in John 10:10 who speaks about 'Life in all its fullness', and believes that this is a good plan for us all and does not stop after the first six decades of our lives!

**Optional:** Have someone read out the words of John 10:10 (NIV):

*'The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full.'* Discuss what these words mean to the group and how they think it relates to older people.



### Slide 4 What's the link?

Students should come up with the idea that all the images link to loneliness or boredom. Sometimes people can still feel lonely even when around others.

Ask pupils why they think loneliness may be a big issue for people later in life.

*If you are touching on the Covid pandemic, link this slide to the idea that during the pandemic older people would have faced a lot of times when they felt lonely as lockdowns were announced. Even in a care home, surrounded by other people, not being able to interact with loved ones would have been very difficult.*



### Slide 5 Impact of the pandemic

Read the statistic on the slide and have students discuss the effect seeing headlines like this might have had on older people and why. Collect feedback from the discussions. Some responses may include:

- Anxious – they know they are at serious risk from the virus
- Afraid – high percentages are reported
- Lonely/isolated – no visits or outings allowed
- Unimportant/unloved – societal inequalities came to light

The spread of Covid has slowed since 2020, but which of these feelings may remain?



### Slide 6 Is it important?

Split the class into small groups (four/five) and ask if they think it is important to support older people. Emphasise there are no right answers; you simply want them to express their opinion. Depending on the group, you may need to select a 'discussion monitor' to make sure everyone has shared their thoughts. Collect feedback by writing down all the reasons each group thought it was / was not important.

*Alternatively, you could answer this question as an opinion slide, with the right side of the room designated 'agree' and the left side 'disagree'. Have students move to whichever side of the room their opinion aligns with and question a few students with the follow-up: what would happen if we didn't support older people?*



### Slides 7 and 8 Getting involved

As a class, create a long list of ways they could support older people. This can be done on an A3 sheet of paper or written on the board. **Slide 8** has a few suggestions to start off with.

- **Visit your local care homes:** People in care homes can become very isolated and lonely, with on average only 50 per cent of residents receiving a visit once a month or more and the other 50 per cent never receiving any personal visitors. Seek guidance from your local care home on how to facilitate this. Just talking and listening, or spending time playing a game with an older person can change their existence and life in amazing ways.
- **Contact your local Salvation Army church (corps):** Ask if there is a way to link with the older people already linked to The Salvation Army – for example, by visiting their luncheon groups, coffee mornings or over-60s groups to build relationships. Older people can have a lot of life experience and have lived very interesting lives. Students may find they receive more than they have given in building trusted friendships with an older person. (Parental consent needed.)
- **Invite some older people to visit your school for afternoon tea:** Eating alone can be very difficult for many older people who are no longer part of a family group. Invite some older people to the school for an afternoon tea and encourage students to interact with them.
- **Gardening:** Leaflet the area around your school and offer some simple free gardening to older people in your locality. See what a small group can do to ease someone's worry over their growing garden. This is also a great way to make friends and contacts with older people.
- **Fundraising:** The Salvation Army is always thankful for any funds raised. If students want to know more about activities and ideas to get their own fundraising off the ground to support The Salvation Army's work with older people, then please visit the **fundraising web page**.



### Slide 9 Supporting older people

Together students will create a class campaign to support older people in their community. You can whittle down the list to one idea, then split the class into three groups, each responsible for planning the details of each bullet point:

- We can support older people in our community by ...
- We would need to ask ...
- The following resources would be useful ...



These plans need to be as detailed as possible. Have students think of the time of year they would like to do their chosen activity, how many people they would want present, how they would contact people, why particular people need to be asked (bullet number two) etc.

Alternatively, you could allow the class to work in smaller groups and pick (or allocate) a specific campaign for each. Have them plan it and the class can vote on which one they would like to do.



### Slide 10 & 11 Inbetweeners quiz

Ask students need to find a word that gives both words on either side a meaning. On the first click the two words on either side pop up, the second click reveals the word in the middle. Ask the student who gets the answer right, what the words on the left have to do with the lesson today.

