

<b>General Psychology (PSY150)</b>
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.
<b>Developmental Psychology (PSY241)</b>
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.
<b>The Elderly – A Global Perspective: by Sam Castelblanco</b>
Students will participate in a jigsaw activity about the elderly population around the world.
<b>Objectives:</b>
The purpose of this activity is to help students understand the diversity of the experience of being elderly around the world. Students will take a deeper look at life expectancy, labor force participation, pensions, living arrangements, and use of long-term care facilities in the elderly population globally.
<b>Global Learning Outcome:</b>
Compare global perspectives on lifespan development.
<b>Time:</b>
75 minutes (in class)
<b>Materials:</b>
<ol style="list-style-type: none"> <li>1. Research on the aging global population. Kinsella, K. G., &amp; Wan, H. (2009). <i>An aging world [electronic resource] : 2008</i>. Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Aging : U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau, [2009]. <a href="https://www.census.gov/prod/2009pubs/p95-09-1.pdf">https://www.census.gov/prod/2009pubs/p95-09-1.pdf</a></li> <li>2. Copies of the research for students: electronic copy on Moodle provided for students.</li> <li>3. Pension Watch website <a href="http://www.pension-watch.net/about-social-pensions/about-social-pensions/social-pensions-around-the-world/">http://www.pension-watch.net/about-social-pensions/about-social-pensions/social-pensions-around-the-world/</a></li> <li>4. Paper World Map (hung on the classroom wall).</li> <li>5. Explanation of Jigsaw Activity: <a href="https://www.jigsaw.org/">https://www.jigsaw.org/</a> <a href="https://www.schreyerinstitute.psu.edu/pdf/alex/jigsaw.pdf">https://www.schreyerinstitute.psu.edu/pdf/alex/jigsaw.pdf</a></li> <li>6. Worksheet for each of the “expert” areas: Global Life Expectancy (Group 1), Global Labor Force Participation (Group 2), Global Pensions (Group 3), Global Living Arrangements (Group 4) and Global Long-Term Care Facilities (Group 5).</li> <li>7. Additional Resources – International Library Guides: <a href="http://guides.lib.unc.edu/slavic-east-european-collections">http://guides.lib.unc.edu/slavic-east-european-collections</a>; <a href="http://guides.lib.unc.edu/c.php?g=9201&amp;p=45680">http://guides.lib.unc.edu/c.php?g=9201&amp;p=45680</a>; <a href="http://guides.lib.unc.edu/africahome">http://guides.lib.unc.edu/africahome</a>; <a href="http://guides.lib.unc.edu/latin-american-iberian-collections/collections">http://guides.lib.unc.edu/latin-american-iberian-collections/collections</a>; <a href="http://guides.lib.unc.edu/middleeasthome">http://guides.lib.unc.edu/middleeasthome</a></li> <li>8. Additional Resources – National Resource Center: <a href="http://cgi.unc.edu/programs/national-resource-center">http://cgi.unc.edu/programs/national-resource-center</a></li> <li>9. World Map: <a href="http://geology.com/world/world-map.shtml">http://geology.com/world/world-map.shtml</a></li> </ol>

**Procedure:**

1. Divide the class into 5 groups of 5-6 students. These 5 groups will be the original jigsaw groups. (Announce these groups at the beginning of the week via Moodle and in class.)
2. Assign each student to an “expert” group and assign them to read one piece of research outside of class (Expert Group 1: Global Life Expectancy; Expert Group 2: Global Labor Force Participation; Expert Group 3: Global Pensions; Expert Group 4: Global Living Arrangements; Expert Group 5: Global Use of Long-Term Care Facilities). After students read the assigned research, ask them to fill out the worksheet assigned to their expert group (Word documents attached) outside of class. Additionally, ask students to identify the countries identified on their worksheets on a world map (<http://geology.com/world/world-map.shtml>).
3. At the beginning of the next class, have students get into their jigsaw groups and choose a leader who will moderate the discussion among group members. (2 minutes)
4. Ask each member of the original jigsaw group to identify for the group what the research they read pertains to (Ex: Life Expectancy, Labor Force Participation, Pensions, Living Arrangements, or Use of Long-Term Care Facilities). (3 minutes)
5. Next, have students form “expert” groups (Ex. all of the students who have read about life expectancy will form a temporary group). Expert groups will discuss the main points of their segment together and they will rehearse presentations that they will make back to their original jigsaw group to “teach” them about what they have learned. Students will use the worksheets provided as a guide for this discussion. (10 minutes)
6. Ask students to return to their original jigsaw groups.
7. Ask each student to present his or her segment (Ex: Global Life Expectancy) to his or her original jigsaw group. Encourage others in the group to ask questions for clarification. (20 minutes – Each student gets 4 minutes to present and answer questions)
8. Remind each student that they are responsible for knowing what each piece of research was about in general terms and that they will be quizzed on this information. Taking notes is recommended.
9. Observe each group’s interactions and intervene with help when necessary.
10. Give students the quiz. (15 minutes)
11. Whole class discussion: How is the developmental stage of old age experienced differently/similarly around the world compared to the U.S.? Discuss specific concepts from the research. (20 minutes)

**Assessment:**

Students will be given a quiz evaluating their knowledge of research pertaining global aging within 5 categories: Global Life Expectancy, Global Labor Force Participation, Global Pensions, Global Living Arrangements, and Global Use of Long-Term Care Facilities. (15 minutes)

\*Word document attached

Name: \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_

## **Worksheet: The Elderly – A Global Perspective**

### **Expert Group 1: Global Life Expectancy**

1. Read Chapter 4, Life Expectancy and Mortality (Pg. 33-48), of “An Aging World: 2008” by Kinsella and Wan (2009).
2. Answer the questions below after reading the research. Please type your answers in the space provided.
  - A. What is the life expectancy for males and females in France, Bangladesh, Uganda, Argentina, and Turkey (Table 4-1 on Page 37)?
  
  
  
  
  
  
  
  
  
  
  - B. What country has the highest life expectancy for females: France, Bangladesh, Uganda, Argentina or Turkey?
  
  
  
  
  
  
  
  
  
  
  - C. What country has the highest life expectancy for males: France, Bangladesh, Uganda, Argentina or Turkey?
  
  
  
  
  
  
  
  
  
  
  - D. What country has the lowest life expectancy for females: France, Bangladesh, Uganda, Argentina, or Turkey?
  
  
  
  
  
  
  
  
  
  
  - E. What country has the lowest life expectancy for males: France, Bangladesh, Uganda, Argentina, or Turkey?
  
  
  
  
  
  
  
  
  
  
  - F. What trends are occurring globally in regards to life expectancy?

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## **Worksheet: The Elderly – A Global Perspective**

### **Expert Group 2: Global Labor Force Participation**

1. Read Chapter 9, Labor Force Participation and Retirement (Pg. 103-116), of “An Aging World: 2008” by Kinsella and Wan (2009).
2. Answer the questions below after reading the research. Please type your answers in the space provided.
  - A. What are the labor force participation rates for males and females 65 years and over in France, Bangladesh, Uganda, Argentina, and Turkey (Table 9-1 on Page 104)?
  - B. What country has the highest labor participation rates for females: France, Bangladesh, Uganda, Argentina or Turkey?
  - C. What country has the highest labor participation rates for males: France, Bangladesh, Uganda, Argentina or Turkey?
  - D. What country has the lowest labor participation rates for females: France, Bangladesh, Uganda, Argentina, or Turkey?
  - E. What country has the lowest labor participation rates for males: France, Bangladesh, Uganda, Argentina, or Turkey?
  - F. What trends are occurring globally in regards to labor force participation among the elderly?

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## Worksheet: The Elderly – A Global Perspective

### Expert Group 3: Global Pensions

Go to the website <http://www.pension-watch.net/about-social-pensions/about-social-pensions/social-pensions-around-the-world/> and answer the questions below. Please type your answers in the space provided.

#### 1. France

Year pension introduced:

Monthly pension benefit (include country's currency and US\$ equivalent):

Percent of average income:

Percent of international poverty line:

Age of eligibility:

#### 2. Bangladesh

Year pension introduced:

Monthly pension benefit (include country's currency and US\$ equivalent):

Percent of average income:

Percent of international poverty line:

Age of eligibility:

#### 3. Argentina

Year pension introduced:

Monthly pension benefit (include country's currency and US\$ equivalent):

Percent of average income:

Percent of international poverty line:

Age of eligibility:

4. Turkey

Year pension introduced:

Monthly pension benefit (include country's currency and US\$ equivalent):

Percent of average income:

Percent of international poverty line:

Age of eligibility:

5. Uganda

Year pension introduced:

Monthly pension benefit (include country's currency and US\$ equivalent):

Percent of average income:

Percent of international poverty line:

Age of eligibility:

6. What country (from this group) has the highest pension offering?

7. What country (from this group) has the lowest pension offering?

8. What reasons does Pension Watch give for advocating for pensions (click on "Why Social Pensions?" in the left hand column of the website)?

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## **Worksheet: The Elderly – A Global Perspective**

### **Expert Group 4: Global Living Arrangements**

1. Read Chapter 6, Gender Balance, Marital Status, and Living Arrangements (Pg. 65-78), of “An Aging World: 2008” by Kinsella and Wan (2009).

2. Answer the questions below after reading the research. Please type your answers in the space provided.

A. What percent of males and females are married at age 65 and over in Sweden, Sri Lanka, Botswana, Mexico, and India (Table 6-3 on page 68)? What accounts for the difference according to the research?

B. What percent of males and females aged 60 and over are living alone in Armenia, the Philippines, Malawi, Colombia, and India?

C. In \_\_\_\_\_, more than 80 percent of older parents live with one or more children (Ghuman and Ofstedal, 2004).

D. Census data for Argentina show that more than \_\_\_\_\_ of all noninstitutionalized older people lived with their children and/or their extended family in 2001. F. What trends are occurring globally in regards to living arrangements for the elderly?

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**Worksheet: The Elderly – A Global Perspective**

**Expert Group 5: Global Use of Long-Term Care Facilities**

1. Read Chapter 6, Gender Balance, Marital Status, and Living Arrangements (Pg. 65-78), of “An Aging World: 2008” by Kinsella and Wan (2009).

2. Answer the questions below after reading the research. Please type your answers in the space provided.

A. What is the definition of a long-term care facility according to this research?

A. What percent of people aged 65 and over are living in institutions in France, Japan, Israel, Germany, and the United States (Figure 6-10 on page 77)?

B. What are global factors associated with being institutionalized (in a long-term care facility)?



Name: \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_

**Quiz: The Elderly – A Global Perspective**

1. Summarize the research discussed regarding global life expectancy among the elderly in one paragraph.
  
  
  
  
  
  
  
  
  
  
2. Summarize the research discussed regarding global labor force participation among the elderly in one paragraph.
  
  
  
  
  
  
  
  
  
  
3. Summarize the research discussed regarding global pensions for the elderly in one paragraph.
  
  
  
  
  
  
  
  
  
  
4. Summarize the research discussed regarding global living arrangements of the elderly in one paragraph.
  
  
  
  
  
  
  
  
  
  
5. Summarize the research discussed regarding the global use of long-term care facilities for the elderly in one paragraph.
  
  
  
  
  
  
  
  
  
  
6. Compare one aspect of old age (i.e. life expectancy, labor force participation, pensions, living arrangements, or use of long-term care facilities) in America to one other country. What is similar/different?