

SAFE^{AT} **HOME**

MODULE 3: WOMEN AND CHILDREN WITH DISABILITIES AND OLDER PERSONS SAFE AT HOME



Part 3E: Preventing Violence, Abuse, and Neglect of Older Women and Older Men in the Family

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MODULE 3

WOMEN AND CHILDREN WITH DISABILITIES AND OLDER PERSONS SAFE AT HOME

Part 3E: Preventing Violence, Abuse, and Neglect of Older Women and Older Men in the Family

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1. Introduction

*Preventing Abuse and Neglect of Older Women and Older Men in the Family*¹ is a module intended to be used in diverse community settings to raise consciousness and promote reflection on the violence, abuse, and neglect (VAN) that older women and older men experience within families. It includes seven sessions, of approximately 2 to 3 hours each, that promote understanding of physical, psychological, and social transitions for older people, manifestations of VAN in the family, the gendered nature of VAN and how this may manifest in displacement settings, as well as preventing VAN and working with a caregiver. Finally, the module also covers obstacles for help-seeking, with a focus on one of the biggest barriers, pride and shame.

MODULE OBJECTIVES:

- ☑ Participants will understand physical and psychosocial transitions of older women and men.
- ☑ To decrease the risk of abuse by family members and caregivers of older women and men and improve family relationships.
- ☑ To decrease stigma for help-seeking among older women and men.

MODULE TARGET AUDIENCE:

- 🔗 Families that have an older woman or man living with them
- 🔗 People who want to learn more about challenges facing older women and men in and outside of humanitarian settings

How To Use:

This module can be used as a stand-alone with the above target group or as an additional module of Safe at Home Foundations curriculum, a pre-requisite to implementing the module is that it must be co-facilitated and contextualized with an organization that serves older people in the context.

As part of the preparation and contextualization process for this module, and as part of a commitment to accountability towards older women and older men, prior to implementing the module, the implementing organization should make sure to hold focus group discussions with older women and older men separately, in order to better understand the issues in the context, to receive guidance on where to focus, and/or to highlight certain key issues. These focus group discussions may also inform the review and update of the case studies used within.

¹ This module has been inspired by The Voice of Multi-Cultural Victoria: A Community Education Resource Kit for Elder Abuse Prevention.

Structure:

Different from other Safe at Home modules, this module proposes to test a new structure. The structure of sessions will include the following: presentation of the main issue of the session (15 minutes), discussion of case studies in small groups followed by a whole group discussion (50 minutes), summary of key messages (5 minutes), evaluation of the session (5 minutes), and one-on-one time (10 minutes). Each session will utilize two case studies to cover the themes of the session, and the case studies will be the basis for discussion.

Pre-Requisites for Using This Module:

Prior to implementing this module, make sure you have done a service mapping with your local organization that serves older people to assure you can provide appropriate referrals, as needed.

Women's Protection and Empowerment Adaptations:

Please note adaptations for each session in the green box for teams that would like to focus on older women only. If focusing on older women only, you may also wish to consider how to construct your discussion groups. It is preferable, in this case, to have same-sex discussion groups separately for men and women. For women's discussion groups, we recommend having a group of women who are at different places in their caregiving journey: some who are already providing care and support to an older woman or man, others who are not but who may be in the future, and those who would like to learn more about this subject.

2. Inclusive Adaptations

Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit, "[Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings](#)."²

Persons Who Are Deaf/deaf or Hard of Hearing:

- Find out how the person/people prefer to communicate. People who are hard of hearing or D/deaf may use a combination of writing, lip reading, and/or sign language. This can be determined by observing their interactions with others or by using simple gestures to suggest communication options.
- If participants in the session are D/deaf, make sure to include a sign language interpreter or another person who habitually interacts with them to support interpretation, if this is requested by the participants. Plan for this in advance by consulting the people who are hard of hearing or D/deaf who are attending.
- Alternatively, the person may read lips. If this is the case, pay attention to how the space is set up. You may want to habitually set up the space with persons sitting in a circle, for example, so that everyone can see each other when speaking.
- Get the person's attention before speaking, by raising your hand or waving politely.
- Face and talk directly to a person who is D/deaf, not to the interpreter (as they are only facilitating the communication).
- Speak clearly – do not shout or exaggerate words as this will make it more difficult to lip read.
- Try not to sit or stand with your back to the light; this can put your face in the dark and make it difficult to lip read.
- If you are doing an activity requiring movement and working with lip-reading individuals, facilitators should pay attention to how they and participants are moving around the space and who they are facing.
- Do not cover your mouth or eat while talking. This will make it difficult to lip read.
- Allow the person who is D/deaf or hard-of-hearing to choose the best place to sit at a meeting to be able to see people clearly and communicate more easily.
- In sessions, ensure the interpreter can hear the presenter and the rest of the group. They should also be visible to the individual for whom they are interpreting.
- A note about sign language: Like spoken languages, sign languages are different in different countries and regions. Some people also use unofficial sign language, and in these cases a family member or friend may need to interpret. Ask them to teach you some simple signs (e.g., good, bad, and thank you) and try to include these in your discussion with a person who is D/deaf.

² Women's Refugee Commission and the International Rescue Committee. (2015). "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

Persons Who Are Blind or Partially Sighted:

If participants in the session are blind or partially sighted, make sure to adapt your facilitation approach per activity. Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit, "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."³

- Always introduce yourself and any other people in the group by name.
- If the person has arrived at a new place, tell them who is in the room or group, and offer to describe the environment.
- When you are setting up for different activities that require people to move around in the room, make sure to describe verbally how people should move and describe verbally what is happening in the room. For example, "We are all going to stand now and move to the left-hand side of the room." Or "We have all now arrived at the left-hand side of the room and will stop moving now."
- Avoid vague language, such as "that way" or "over there" when directing or describing a location.
- When referring to drawings or flip chart, describe what words or images people are looking at. Do not use language like "What do you see here?" Instead say things like "Here we have a picture of a human body with a brain and a heart. What do you think about this image?"
- Ask each participating individual with difficulty seeing or who is blind if they would like a support person to help them move around the room during the sessions, and for each movement, always ask the person first before assisting them to move from one place to another.
- Ask for instructions on how the person would like to be assisted and where they would like to go. Some people prefer verbal guidance, whereas others may prefer for you to physically guide them.
- If you are asked to physically guide someone with difficulty seeing or who is blind, they may want to hold your arm just above the elbow. This will allow them to walk slightly behind you, following you as you turn or step up or down onto steps.
- If a person uses a support pet or guide dog to assist them, do not distract or pet the animal while it is working.
- Ask persons who are blind or partially sighted if they would like documents in alternative formats, such as Braille or large print. In some contexts where people have access to computers, persons with difficulty seeing or who are blind may prefer electronic documents that are accessible through screen reader software (e.g., Word documents).

³ Women's Refugee Commission and the International Rescue Committee. (2015). Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

Persons With Physical Disabilities:

If participants in your session have a physical disability, consider the layout of your space. Can persons in wheelchairs or with assistive devices easily move around? Consider how you can set up the space so that everyone can participate equally.

Consider the following tips from the Women's Refugee Commission and International Rescue Committee Toolkit, "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings," when interacting with someone with a physical disability:⁴

- Do not lean on or move someone's wheelchair or assistive device without their permission.
- Discuss transportation options for activities and events. Consider what is going to be safest, most affordable, and the least amount of effort for the individual and family.
- Check that venues and spaces for activities are accessible (including toilet facilities, etc.) and have sufficient space for people with mobility aids to move around the room.
- When arranging meetings with a participant who uses a wheelchair, provide space at the table for a wheelchair (i.e., move one chair away) and ensure there is enough space for them to move around the room freely.

Persons With Intellectual Disabilities:

Prior to beginning the sessions, take some time with the person(s) with intellectual disabilities individually. Ask them how they like to learn new things and what types of learning activities are useful and interesting for them. Take their lead and adapt the activities as they suggest. You may even wish to meet with them before the module starts to get their feedback on how activities can be changed.

Additionally, try to simplify your language as much as possible. No need to sound like a teacher, try to speak as plainly and clearly as possible, this will help all participants, not just persons with intellectual disabilities.

Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."⁵

- Communicate in short sentences that convey one point at a time.
- Use real-life examples to explain and illustrate points. For example, if discussing an upcoming medical visit, talk the person through the steps they are likely to go through both before and during the appointment.
- Give the person time to respond to your question or instruction before you repeat it. If you need to repeat a question or point, then repeat it once. If this doesn't work, then try again using different words.

⁴ Women's Refugee Commission and the International Rescue Committee. (2015). Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

⁵ Women's Refugee Commission and the International Rescue Committee. (2015). "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

Persons With Speech Impairments:

Consider the following communication tips from the Women's Refugee Commission and International Rescue Committee Toolkit "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."⁶

- Plan more time for communicating with people with speech impairments.
- It is OK to say, "I don't understand." Ask the individual to repeat their point, and then say it back to them to check that you have understood it correctly.
- Don't attempt to finish a person's sentences; let them speak for themselves.
- Try to ask questions that require short answers or yes/no gestures.
- If you have tried several ways of understanding a person without success, ask if it is okay to communicate in a different way, such as through writing or drawing.

⁶ Women's Refugee Commission and the International Rescue Committee. (2015). "Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings."

SESSION 1:

AN OLDER WOMAN OR MAN I LOVE

Duration:

Approximately 2.5 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Reflect on the inherent strengths and capacities of older persons.
- ✓ Understand the physical and psychosocial transitions that happen with age.

SESSION OVERVIEW:

Session Activity	Time
❶ Welcome and Introduction to Preventing Abuse and Neglect of Older Women and Men in the Family Module	⌚ 30 m
❷ An Older Person I Love	⌚ 30 m
❸ Suheir and Koffi: What It Means To Be Getting Older	⌚ 50 m
❹ Sharing Circle	⌚ 10 m
❺ Closing and Evaluation	⌚ 5 m
❻ One-on-One Time	⌚ 10 m

MATERIALS REQUIRED:

- ➡ Soft ball

ADAPTATIONS TO FOCUS ON OLDER WOMEN:

Title of Session: An Older Woman or Man I Love

- Change session title to “An Older Woman I Love.”

❶ Welcome and Introduction to Preventing Abuse and Neglect of Older Women and Men in the Family Module

- Replace title of activity with “Welcome and Introduction to Preventing Abuse and Neglect of Older Women in the Family Module.”
- Focus on unique risks to older women mentioned in the script.
- Make sure to explain that the focus of this module is violence, abuse, and neglect of older women in the context of a support/caring relationship. This module does not cover intimate partner violence (IPV) experienced by older women, although this is a widespread phenomenon. For more information on IPV against older women, please refer to the module *IPV Through the Life Course*.

❷ An Older Woman or Man I Love

- Change activity title to “An Older Woman I Love.”
- Ask participants to focus their reflection on an older woman they love/or loved only.

❸ Suheir and Koffi: What It Means To Be Getting Older

Replace Koffi’s Story with the story of an older woman. Develop a one-paragraph case study for this older woman focusing on some of the common physical, psychological, or social transitions common in the context.

❹ Sharing Circle

- No adaptation needed.

❺ Closing and Evaluation

- No adaptation needed.

❻ One-on-One Time

- No adaptation needed.

ACTIVITY 1:**WELCOME AND INTRODUCTION TO PREVENTING ABUSE AND NEGLECT OF OLDER WOMEN AND MEN IN THE FAMILY MODULE**

⌚ 30 minutes

1. Welcome participants to the first group meeting. Tell participants how happy and excited you are to see them. Thank the group members for their interest in participating in the group meetings.
2. Introduce yourself; explain why you have decided to volunteer as a facilitator. Tell the group one funny thing about yourself or something they might not know about you (for example, that you love to sing loudly or that avocados are your favorite fruit).
3. Explain to the group that you work with (organization name) and are here to share experience with them about older people in our lives, for example, some of the challenges they may experience in daily life, and how family members and community members can partner to better provide support.
4. Explain to the group that participation in the program provides an opportunity for participants to become leaders in the community through the actions that they take within their family and in supporting older women and men. After the program, participants will have new skills and knowledge about supporting an older woman or man in their lives.
5. Explain to participants that you would like to share why the *Preventing Abuse and Neglect of Older Persons in the Family Module* was created and how it works. **SAY:**
 - a. **ONLY for Safe at Home Participants:** “We have talked a lot about how violence against women and children is a problem in families around the globe, but violence, abuse, and neglect of older women and men in families and caregiving arrangements is also a big problem and quite common. People who are getting older face a lot of unique challenges. For example, they may notice that their body and mind does not work in the same way it used to, which may cause frustration for them and their family. Older women may still be expected to do gendered caregiving roles and household tasks, even as they are experiencing chronic health problems or the onset of disability, or as they may still be coping with violence from their partner that began prior to old age. Older men may see their roles and sense of authority diminished, causing frustration and anger in their loss of power. More still, older people may be coping with the loss of a partner. Although the wisdom of older people and their value to their families is widely recognized, older people also face many challenges. In this module, we will talk about that and what we can do about it.”
 - b. **ONLY for Participants Not Taking Safe at Home:** “This module is about how family members and caregivers can support older women and men they love. While we know that older women and men are valued across the world for their wisdom and importance in the family, older women and men may also face unique challenges. For example, they may notice that their body and mind does not work in the same way it used to, which may cause frustration for them and their family. Older women may still be expected to do gendered caregiving roles and household tasks, even as they are experiencing chronic health problems or the onset of disability or as they are still coping with violence from their partner that began prior to old age. Older men may see their roles and sense of authority diminished, causing frustration and anger in their loss of power. More still, older people may be coping with the loss of a partner.”
 - c. “In the upcoming meetings, we will talk about these challenges and what we can do about them; we will explore the unique challenges facing older women and men and reflect on how we can support older people in our families and communities.”

- d. "It is very important that you attend all sessions as the learning from each session builds upon the previous one. If you only participate in the first, third and last session, for example, there will be a big gap."

6. Ask if any participants have any questions or concerns.

7. Explain the structure of the module, and that every session will have the same structure: an introduction to the core concept or idea behind the session, case studies that go into more depth, a sharing circle, an evaluation, and one-on-one time.

ACTIVITY 2:

AN OLDER WOMAN OR MAN I LOVE

 30 minutes



HELPFUL TIPS!

In this session and throughout the curriculum an active listening approach is referenced. This means "to hear at different levels", beyond the words being spoken, and paying attention to a person's body language, what is not being said directly but is alluded to or shown, and to what the listener is sensing.⁷

It also means the listener is actively engaging, making eye contact and demonstrating that they are present and in the moment. This means not interrupting, jumping to conclusions, imposing opinions, looking distracted or thinking about what is next.

1. Begin the activity by asking participants to think individually of an older woman or man they love or have loved in the past.
2. Ask participants to do a drawing or make a creative expression of that person (for example, a poem, song, or dance).
3. Ask participants to think about the following questions as they think about the older person they love or loved:
 - a. Why do you love this older woman or man?
 - b. What are some of the inherent strengths and capacities you see/saw in the older woman or man you're thinking about?
 - c. What role did they play in the family, and how did it change over time?
4. Give participants about 20 minutes to reflect on the older woman or man they love(d) and invite some volunteers to share their creative expressions and answer the questions above.
5. Thank participants and explain that almost all of us have had an older woman or man in our life that we care for greatly. Explain that it is important for us to recognize the strengths and inherent capacities of that person, while also acknowledging that like childhood, or adolescence, older age is also a transitional period in a person's life that comes with physical, psychological, and social changes. Explain that we will explore these changes in today's session.

⁷ IRC Women Rise Curriculum.

ACTIVITY 2:**SUHEIR AND KOFFI: WHAT IT MEANS TO BE GETTING OLDER**

🕒 50 minutes

1. Explain that in every session starting today we will present two cases studies, discuss them in groups, share our thoughts together as a bigger group, and discuss what we learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts in plenary.

**SUHEIR'S STORY**

Suheir is a 78-year-old woman, who has 2 sons and 1 daughter. Her husband passed away a couple of years ago, but she has continued to live alone in her family home and has been able to accomplish most daily living tasks autonomously, asking only occasionally for help from her children. Suheir has a very loving relationship with her children and grandchildren and is always teaching her grandchildren new skills and ideas through stories and games. She is happy when her children and grandchildren come to her to share their successes, and also their problems. However, in recent months, Suheir has found herself more forgetful. Sometimes she forgets to bathe for several weeks, and when she is out going to the market, she sometimes forgets the way home. For this reason, she has started to skip going to the market and will often eat just one meal a day in order to stretch her food supply longer. She finds herself grasping for words, and chooses to speak less with her children and grandchildren when they are around for fear that she will look silly. Suheir's children detect that Suheir seems withdrawn, but attribute it to ongoing sadness associated with their father's death. Suheir's children offer her love and comfort, and always tell their mother they are available to help. Suheir does not want to burden them.

**KOFFI'S STORY**

Koffi is an 85-year-old man. He lives with his son, daughter-in-law, and 3 grandchildren. His wife passed away long ago. Koffi is an excellent gardener, and keeps a big, beautiful garden for his son nearby the family home, where he grows and harvests vegetables for everyone to enjoy. In addition to gardening, Koffi used to meet his friends at the coffee shop/bar in town every day for games. He has been doing this for a long time – since he retired from farming more than 10 years ago. However, Koffi's friend circle has slowly faded away, and he has attended many funerals. He has no one to play games with anymore. He is often at home, while his son and daughter-in-law are away working during day. Only his oldest grandchild, Lili, aged 19, is around. Koffi loves Lili, but he finds himself annoyed with her. She is so slow helping him to get dressed; she treats him like he is fragile, and she doesn't want to let him do anything alone, although he feels capable. Sometimes he yells at Lili, telling her that she should just leave him alone and that he can get on fine by himself. When Lili does leave him alone, as he asked, he finds he is falling more often, and one time he spent 4 hours on the ground while she was out at the market. Koffi's son suggests he get a cane, but Koffi refuses, "Do you think I'm such an old man and not of use to you?"

Questions for Discussion:

- What are some of the changes the older woman or man in the story is experiencing?

- **Suheir's Story:** memory loss, self-neglect, self-stigmatization
- **Koffi's Story:** loss of social network, declining physical mobility, self-stigmatization

- How might the older woman/man feel about this situation?

- **Suheir's Story:** frustration, sadness, shame, fear
- **Koffi's Story:** frustration, anger, vulnerability, sadness

- What are some of the strengths/capacities of the older woman or man in the story?

- **Suheir's Story:** Suheir is resilient with the loss of her husband; she has been living autonomously and has an independent spirit. Additionally, Suheir is a source of advice and joy for her children and grandchildren and helps to teach her grandchildren important life lessons and values.
- **Koffi's Story:** Koffi is an active older man, he keeps a garden which his family benefits from, he cultivates social networks/friendships, and he has a deep internal sense of confidence and purpose.

- How do you think the family of the older woman or man feels in this situation?

- **Suheir's Story:** worried, sad for their mother
- **Koffi's Story:** frustrated, angry

- What do you think Suheir and Koffi and their families could do differently?

- **Suheir's Story:** The family should come by more often so they can notice memory changes. Family members might ask Suheir if she's like to be connected to a social circle to reduce isolation. The family might consider asking more questions about challenges she may be facing and needs she has; they can offer options such as coming to live with them, finding a support person, and so on, depending on the family's existing resources.
- **Koffi's Story:** The family could talk to Koffi about what he is experiencing. Using an active listening approach, they can discuss adjustments to the space to reduce chances of falling and discuss an emergency protocol if something happens, for example, calling a neighbor, if possible.

- What could we (participants in the session) do to support individuals and families facing these challenges?

- There is no fixed answer for this. Participants should brainstorm ideas for involving Suheir and Koffi more in community activities.



NEED TO KNOW: COGNITIVE DECLINE AND DEMENTIA

Cognitive decline is a normal part of aging. It simply means your brain doesn't work in the same way it used to.

Cognitive decline can manifest in different ways for different people. Every person in the world faces cognitive decline because everyone ages.

The most common form of cognitive decline is called Dementia. The World Health Organization defines Dementia as a "syndrome in which there is deterioration in memory, thinking, behavior, and the ability to perform everyday activities." Dementia is often preceded by deterioration in emotional control, social behavior, and motivation. It often progresses in stages. Worldwide, there are approximately 50 million people living with dementia and approximately 10 million new cases are identified every year.

Dementia may be a risk factor for violence, abuse, and neglect of older people due to the high level of dependence older people may have on their caregivers and a lack of understanding of dementia and its symptoms by families and caregivers.

References: Dementia. Available at: <https://www.who.int/news-room/fact-sheets/detail/dementia>. (Accessed: 17th September 2020)

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.
4. As each case study is discussed, write on a flip chart: "Physical Transitions," "Psychological Transitions," and "Social Transitions," and make notes of examples of these during each case study discussion. For lower literacy participants, you may wish to draw images relevant to your context to represent each idea.
5. At the end of the discussion about both case studies, the facilitator should fill out any types of physical, psychological, or social transitions that may be missing from the stories. (See next point.)
6. Facilitator should have three flip charts with roughly the following noted:

Physical Transitions⁸

- Experience chronic health conditions⁹
- Have onset of functional impairment leading to disability: hearing or vision impairment common, as well as reduction in physical mobility
- May have increased need for assistance in everyday activities
- Keeping mentally and physically active can help preserve cognitive skills and reduce the risk of health conditions.

Psychological Transitions¹⁰

- **Experience changes in thinking (called cognition):**
In some older adults, this may lead to challenges in daily living. Examples of results of change in cognition may include forgetfulness or difficulty communicating. To keep in mind, older persons maintain great long-term memory, but short-term memory declines with age. Don't forget! Older adults can learn skills in later life, but some skills may take longer to learn than they do for younger adults.
- **Have longer reaction times and reduced problem-solving abilities:**
However, older people also have greater accumulated knowledge and experience which can be drawn on, and many can outperform younger people in intelligence tests that draw on accumulated knowledge and experience.
- **Perhaps, experience mental health challenges:**
Depression, anxiety, schizophrenia, and dementia. This may also include high rates of suicide (especially among men above 85).
- **Maintain wisdom, creativity, and personality traits:**
People who were outgoing during young adulthood are likely to be outgoing in older life, and so on.
- **Continue to work, volunteer, and act as caregivers:**
Regular positive interactions with family and friends and being involved in different social networks can help older adults be healthier.

⁸ <https://www.apa.org/pi/aging/resources/guides/older>

⁹ A chronic health condition or chronic disease is defined as "a condition that Lasts 1 year or more and requires ongoing medical attention or limits activities of daily living or both. Examples of chronic health conditions includes diabetes, heart disease, and cancer." Centers for Disease Control. About Chronic Diseases. <https://bit.ly/3KfgXl8>, (Accessed December 3, 2020).

¹⁰ <https://www.apa.org/pi/aging/resources/guides/older>

Social Transitions

- Experience changes in relationship with partner/Loss of partner
- Have reduced social circles (loss of friends)
- Have reduced social value (e.g., loss of leadership roles in the community)
- Experience loss of income or reduced income leading to financial dependence
- Have changes in day-to-day living (e.g., no longer working, more time at home)
- May show increase in alcohol/substance abuse due to transitions identified above

ACTIVITY 3:

SHARING CIRCLE

🕒 10 minutes

1. Ask participants to sit in a circle and present a soft ball to them. Explain that we will pass the ball to everyone, and each person should share one thing that they took away or that they will remember from the session. Everyone should share.
2. Reiterate the following key messages:
 - a. There are many types of transitions that happen in older life, many of which are totally normal.
 - b. These transitions may impact the relationship between an older person and their family, especially if the family situation is evolving, such as in contexts of displacement.
 - c. We can best understand the view and situation of the older person in our family if we try to put ourselves in their shoes, thinking about how they experience these changes.
 - d. As family members, one of the best things we can do is create an open, empathetic environment for communication. We can also consider how to draw upon resources that exist in our communities.
 - e. It's important that we think of older persons in our lives as people with existing strengths and capacities, and we should consider how we can build upon those in our interactions.

ACTIVITY 4:

EVALUATION OF THE SESSION

🕒 5 minutes

1. Tell participants that you are nearing the end of your time together. Ask participants if they have any questions.
2. Remind the group of the next meeting day and time and explain that we will now do a quick evaluation of the session.

3. ASK:

- “What did you like best about the session?”
- “What questions would you have liked to ask but did not have the opportunity to ask?”
- “How was this session helpful?”
- “Do you have any other comments or suggestions for improving this session?”

4. Note down the participants’ responses. You will need to record them in the post-session monitoring sheet.

ACTIVITY 5:**ONE-ON-ONE TIME**

🕒 10 minutes

1. Explain this is time for participants to mingle, and build a social support system, and also approach the facilitator with any questions. The facilitator/implementing agency should have done a mapping of referral structures and have information on their own services available. If appropriate and available, coffee and tea might help to build a convivial atmosphere.

SESSION 2:

PROVIDING CARE FOR AN OLDER WOMAN OR OLDER MAN

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Have the space to reflect on some challenges they may experience as family members or caregivers/support persons of older people in the context of a caregiving relationship.
- ✓ Start building a sense of social support amongst each other.

SESSION OVERVIEW:

Session Activity	Time
➊ Providing Care and Support for Older Women and Older Men	⌚ 30 m
➋ Irene and Godfrey's Caregiving Stories	⌚ 50 m
➌ Sharing Circle	⌚ 10 m
➍ Closing and Evaluation	⌚ 5 m
➎ One-on-One Time	⌚ 10 m

MATERIALS REQUIRED:

- ➊ Soft ball
- ➋ Safe at Home curriculum

ADAPTATIONS TO FOCUS ON OLDER WOMEN:

Title of Session: Providing Care and Support for Older Women and Older Men

- Replace title of session with "Providing Care and Support for Older Women."

➊ Providing Care and Support for Older Women and Older Men

- Replace title of activity with "Providing Care and Support for Older Women."
- Focus on unique risks to older women mentioned in the script.

➋ Irene and Godfrey's Caregiving Stories

- Replace Godfrey's Story with the story of a woman in a caregiving role. Consider the types of caregiving relationships women might be involved in the context. Consider some of the unique elements of women's role in caregiving for an older person, such as (1) expectations she will take on this role, (2) the increased stress of multiple caregiving relationships, or (3) situations where she may also be earning income and its effects, and so on.

➌ Sharing Circle

- No adaptation needed.

➍ Closing and Evaluation

- No adaptation needed.

➎ One-on-One Time

- No adaptation needed.

ACTIVITY 1:**PROVIDING CARE AND SUPPORT FOR OLDER WOMEN AND OLDER MEN**

🕒 15 minutes

1. Welcome participants to Session 2 and tell them how excited you are to have them back. Ask if they had any questions from last time.
2. Ask participants to share some ideas of what caregiving for older persons looks like to them; **ASK:**
 - a. “What does it mean to provide care and support for an older woman? How about an older man?”
3. Based on the conversation, write up a list of actions that a person might undertake if providing care and support for an older woman or man. See list below with examples. Add to the participants’ list items that may be relevant for the context. For lower literacy participants, you may wish to draw contextually relevant symbols to address each point.

Activities of a Caregiver or Support Person of an Older Woman or Man

- Help with self-care activities: getting dressed, using the restroom, bathing, cooking, eating, mobility
- Support with transportation: accessing service providers, conducting basic purchases
- Support managing finances or family providing financial resources
- Support with communication
- Support managing health care and medical issues, including managing medication
- Support using assistive devices such as canes, wheelchairs, hearing aids, etc.
- Partaking in leisure activities together
- Providing emotional support

How Support May Look Different for Older Women Versus Older Men¹¹

- Older women may need more financial support from their family as education levels and lifetime earnings lag behind men in most places in the world.
- Older women may feel required to continue some of their gendered roles into older age, include caregiving and domestic work, while having a need for support and care themselves.
- It may be common to see more older women, as there is a gender gap in life expectancy (how long someone will live).
- Women are more likely to suffer from acute and chronic diseases than men, requiring different types of support.
- Cumulative experiences of sexism for women – for example less access to education and work, and more demand for more caregiving than men over the life course – affects their outcomes in older age. Sexism continues to be experienced in older age where older women suffer from discrimination based on their sex AND their age.
- Older men may need more social support as they may not have wide-reaching social networks.

¹¹ Frontiers in Medicine. Health and Well-being in Late Life: Gender Difference WorldWide. October 2019. <https://www.frontiersin.org/articles/10.3389/fmed.2019.00218/full> (Accessed on December 3, 2020).

4. Explain that there are many different forms that support or caregiving to older women and men can take and that in this session we will talk about the support person or caregiver and how the experience feels for them.

ACTIVITY 2:

IRENE AND GODFREY'S CAREGIVING STORIES

 50 minutes

1. Explain that participants will explore two cases studies, discuss it in smaller groups, share their thoughts together as a bigger group, and then reflect on what they learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts with all the session's participants.



IRENE'S STORY

Irene is a single mother with two sons, ages 12 and 9 years old. Irene works full time as a nurse and is often on-call. Recently, Irene's father and mother moved into her home after her mother was diagnosed with diabetes. Irene's father has difficulty seeing, and it became too much work for Irene's mother to support him alone while she was also in need of medication and increasingly fatigued. Irene's parents seem appreciative for the opportunity to live with Irene and her sons, and she is happy to have them. However, since her parents started living with her, Irene is often late to work, having to run errands for her mother in the morning. Her boss has complained and has said she is not doing a good job. She has noticed that her sons are trying to help out their grandparents by helping them to get around, taking them out in the afternoon, and so on. However, her sons' grades seem to be dropping as they have less time for homework. Irene's father is often irritable, yelling at Irene, and Irene's mother often makes comments like, "All our lives would be easier if you were married." Irene finds herself increasingly frustrated and quick tempered, sometimes yelling back at her parents, "Just shut up already! Can't you just be grateful?" The situation in the house is intense, and Irene regrets inviting her parents to move in.



GODFREY'S STORY

Godfrey is the oldest son in a family of 5 children. He has 4 younger sisters. His father has passed away, and his mother is aging. She lives in the house next door. In the last year, Godfrey has noticed that his mother has become more forgetful, and she seems depressed. Sometimes she doesn't get out of bed for days. He tries to visit her every day, but sometimes he is too busy. Godfrey's wife checks in on her often, but she tells Godfrey that his mother often tells her to go away. One day, Godfrey's sisters come to visit the family home to celebrate a holiday. During the visit, his sisters seem angry and distracted, ignoring Godfrey and his family. In the evening, after their mother has gone to bed his sisters ask to speak with him. They say, "Why are you treating our mother so badly?" Godfrey looks shocked, "I'm not treating her badly; I visit her almost every day." His youngest sister replies, "Can't you see she needs more care? She has sores all over her body from not getting out of bed for weeks, and she wrecks of urine. You call this good care!?" Godfrey feels ashamed, and also angry. He is doing the best he can to help his mother, visiting her, bringing her food, and providing money for her medicine. His sisters never contribute. Godfrey yells at his sisters, "Why don't you do something for once, instead of coming here to blame me?"

Questions for Discussion:

- What are some of the changes the older person in the story is experiencing?
 - **Irene's Story:** Irene's parents have the onset of medical conditions, which is affecting their daily activities.
 - **Godfrey's Story:** Godfrey's mother is feeling depressed, she is not regularly participating in self-care activities (such as washing).
- How might the older person feel about this situation?
 - **Irene's Story:** frustration for their dependence, anger around their evolving situation, and loss of freedom
 - **Godfrey's Story:** His mother may be feeling depressed and sad.
- How do you think the family of the older person feels in this situation?
 - **Irene's Story:** Irene may be feeling frustrated, stressed, guilty, and regretful.
 - **Godfrey's Story:** Godfrey may be feeling frustrated, stressed, guilty, embarrassed, and angry at his sisters.
- What types of challenges do you think the caregiver (Irene or Godfrey) may be experiencing?
 - **Irene's Story:** Irene is experiencing job-related stress, concern for the well-being of her children resulting from the increase in caring roles (concerns about their grades and stress-levels), and difficulty managing personal and professional commitments as the caregiver of 4 persons (2 children and 2 aging parents). Irene is facing a double caregiving role, which is common among women who are expected to both care for children and care for older women and men in their family.
 - **Godfrey's Story:** Godfrey is feeling frustration at not knowing how to care for his aging mother, feeling the burden to provide for his own family, and feeling unsupported by his siblings in caring for his aging mother.
- What gender roles and expectations come out for the caregiver and among the older women and men in each of these stories?
 - **Irene's Story:** Irene is facing a double caregiving role, which is common among women who are expected to both care for children and care for older women and men in their family. Additionally, there are gender dynamics in the story between Irene's parents, where Irene's mother was expected to care for her father, even though she herself was facing daily living challenges associated with a chronic medical condition. Irene's father is using emotional violence towards his wife and daughter, which may be cumulative, meaning something that has continued from before this older age. Cumulative violence can lead to a variety of negative effects. Additionally, Irene's mother is imposing gendered judgements on Irene, demeaning her for not being married and blaming her, as if to say the challenges they are facing are for this reason.
 - **Godfrey's Story:** In this story, Godfrey may be taking on a more non-traditional role as he and his wife both provide care for his aging mother. There seems to be some expectation that this wife will be involved, because she is a woman, even though it is Godfrey's mother. Godfrey may feel angry with his sisters as he may feel they are not upholding their expected caretaking roles.

- What do you think Irene and Godfrey and their families could do differently?

- **Irene's Story:** Irene should sit down with her parents and share how she is feeling, and ask them how they are feeling as well. Irene should raise up some of the challenges she is facing and explore potential solutions together with her parents (e.g., finding a support person, the potential of her parents providing financial support for that, having a friend or neighbor drop in to help at certain times, etc.)
- **Godfrey's Story:** After Godfrey and his sisters have clear heads, they should come back together and discuss how their mother can benefit from better care, how they can support Godfrey in that care (financial support) or share caregiving responsibilities. They should consult their mother on how she is feeling and how/if she would like things to change.

- What could we (participants in the session) do to support individuals and families facing these challenges?

- There is no fixed answer for this. Participants should brainstorm ideas for involving Irene and Godfrey more in community and caregiver support activities.

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.

4. As each case study is discussed, highlight the stresses that the caregiver is facing.

5. At the end of the discussion about both case studies, **ASK:**

- "Have you seen or heard of similar situations in this community?"
- "What worked to alleviate some of caregiver's stress?"

ACTIVITY 3:

SHARING CIRCLE

🕒 10 minutes

1. Ask participants to sit in a circle. Hold a soft ball and explain that we will pass the ball to everyone, and each person should share one thing they took away from the session. Everyone should share.
2. Reiterate the following key messages:
 - a. As the beloved older people in our lives continue to age, and have evolving needs, this can create situations of increased stress on family members.
 - b. Sometimes caregivers may be hurting an older person unintentionally, such as neglecting their needs because they don't know what to do or responding negatively when the caregiving causes them stress.
 - c. It is never acceptable to actively hurt someone else, so if a caregiver's words or behaviors are leading to this, we need to examine why that may be.
 - d. Some of the best things a caregiver of an older person can do is to acknowledge their stress and seek support; there are also some relaxation and stress reduction activities you can do (see Safe at Home curriculum for further details).
 - e. Active listening and communication with the older person in your life can also help to alleviate stress, where it is culturally appropriate.

ACTIVITY 4:**EVALUATION OF THE SESSION**

⌚ 5 minutes

1. Tell participants that you are nearing the end of your time together. Ask participants if they have any questions.
2. Remind the group of the next meeting day and time and explain that we will now do a quick evaluation of the session.
3. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
4. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

ACTIVITY 5:**ONE-ON-ONE TIME**

⌚ 10 minutes

1. Explain this is time for participants to mingle, and build a social support system, and also approach the facilitator with any questions. The facilitator/implementing agency should have done a mapping of referral structures and have information on their own services available. If appropriate and available, coffee and tea might help to build a convivial atmosphere.
2. For this session, you might want to consider offering some of the relaxation techniques to the group. See Safe at Home curriculum, pgs. 66, 190, 192, and 194 of the Safe at Home Men's curriculum.

SESSION 3:

WHY DO WE HURT OLDER WOMEN AND MEN?

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Understand manifestation of abuse and neglect of older persons.
- ✓ Understand risk factors for abuse and neglect of an older person within the family.
- ✓ Understand how risk varies between older men and older women.
- ✓ Differentiate between risk factors and root causes.

SESSION OVERVIEW:

Session Activity	Time
❶ What is Violence, Abuse, and Neglect of Older Women and Men?	⌚ 15 m
❷ Lucia and Javier's Stories: Understanding Risk	⌚ 50 m
❸ Sharing Circle	⌚ 10 m
❹ Closing and Evaluation	⌚ 5 m
❺ One-on-One Time	⌚ 10 m

MATERIALS REQUIRED:

- ➡ Soft ball
- ➡ Safe at Home curriculum

ADAPTATIONS TO FOCUS ON OLDER WOMEN:

Title of Session: Why Do We Hurt Older Women and Men?

- Change title of the session to "Why Do We Hurt Older Women?"
- Review Session 4 and consider how you might want to integrate some of the session script, and potentially the case studies, into this session.

❶ What is Violence, Abuse, and Neglect of Older Women and Men?

- Replace title of activity with "What is Violence, Abuse, and Neglect of Older Women?"
- Ask "Have you heard of an older woman being hurt by a family member or caregiver in this community?"
- Reframe questions to the group to focus on older women uniquely.
- For item 6, facts about abuse of older persons, make sure to add the following facts to focus specifically on some of the challenges older women experience:
 - When tracking abuse globally, many organizations only report violence, abuse and neglect of women up to age 49, so there is a huge gap in knowledge.
 - "Of 133 countries surveyed in the 2014 WHO's Global status report on violence prevention survey, only 59% said they have laws to prevent elder abuse and only 30% said these were fully enforced."¹²
- Many countries do not include older women in their domestic violence laws.

❷ Lucia and Javier's Stories: Understanding Risk

- Replace Javier's Story with the story of a woman who is experiencing or at risk of experiencing violence, abuse, and neglect. Choose an example that is contextually relevant.

❸ **Sharing Circle:** No adaptation needed.

❹ **Closing and Evaluation:** No adaptation needed.

❺ **One-on-One Time:** No adaptation needed.

¹² <https://bit.ly/30KtQGg>

ACTIVITY 1:**WHAT IS VIOLENCE, ABUSE, AND NEGLECT OF OLDER WOMEN AND MEN?**

⌚ 15 minutes

1. Welcome participants to Session 3 and tell them how excited you are to have them back. Ask if they had any questions from last time.
2. Begin the activity by asking participants a couple of questions, **ASK:**
 - a. "Have you ever heard of an older woman or man being hurt by a family member or caregiver in this community?"
 - b. "What type of hurt or abuse did they experience?"
 - c. "Do you feel older women and older men experience violence, abuse, and neglect differently?"
3. Explain that violence, abuse, and neglect of older women and men happens all over the world, and it is often hidden. Physical, social, and psychological transitions during aging (reference discussion in Session 1) can contribute to risk, but they are not the cause. Explain the cause of active abuse (that is abuse with intention) is always a misuse of power. Explain that sometimes older women and men may be hurt by a caregiver or family member who doesn't have all the information or doesn't know how to appropriately help.
4. **ASK:**
 - a. "What types of abuse do you think can happen to an older woman or man from their family/caregiver?"
5. Listen to participant's responses and capture them on a flip chart, complementing their ideas with the list below.

Examples of Violence, Abuse, and Neglect of Older Persons

- **Financial abuse:** This may include both stealing money from the older person, mismanaging their assets, or denying them access to their property (most common with women who have lost their husbands). Some more specific examples include forging an older person's signature, forcing or coercing an older person into signing a legal document, or misuse of a legal role (such as guardianship).
- **Emotional abuse:** This may include verbal assaults, threats, treating the older person like a child, isolating the older person, not allowing them to make choices for themselves.
- **Physical abuse:** This may include hitting, kicking, slapping, or pushing but may also include misuse of medications, inappropriate use of physical restraint, any type of physical punishment
- **Sexual abuse:** Any type of forced sexual contact to which the older person did not consent, including sexual harassment, sexual assault, rape, forced nudity, unwanted touching, or the taking of sexually explicit photos.
- **Neglect:** There are two types of neglect. One type is neglect where the caregiver actively decides to withhold care that they can feasibly provide. The other type of neglect is unintentional, where the caregiver does not have the appropriate skills or knowledge to provide care.
- **Denial of resources and opportunities:** Denying older women and men resources such as medications, access to social gatherings, access to assistive devices, and so on. A situation is considered a denial of resources when a person or family has the resources to provide access to items, people, or places, but chooses not to offer them.

6. Conclude discussion with some quick facts on violence, abuse, and neglect of older women and men, **SAY:**
- "Here are some facts I want to share with you."
 - "90% of all abusers of older women and men are family members."
 - "Most abusers are adult children, spouses, and partners."
 - "Only 4% of abuse of older women and men is reported."
 - "Older women and men with dementia are at special risk. As many as 2 out of 3 people with dementia have been abused."

ACTIVITY 2:

LUCIA AND JAVIER'S STORIES: UNDERSTANDING RISK

 50 minutes

1. Explain that participants will explore two cases studies, discuss it in smaller groups, share their thoughts together as a bigger group, and then reflect on what they learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts with all the session's participants.



LUCIA'S STORY

Lucia is a 68-year-old woman living with her adult son and daughter-in-law in temporary shelter in the big city, about 800 kilometers from their home. Lucia had to run away with her son and daughter-in-law after armed groups continued to threaten the family if they didn't cooperate with helping to traffic drugs. In this new city, Lucia is a minority, and she does not speak the language. Her son and daughter-in-law are desperately looking for work, but they can only find jobs as day laborers. Her daughter-in-law seems often angry or resentful towards Lucia, asking "Why can't you learn the language? Why do I have to do everything for you?" Lucia can't wait until the day she can go home and go back to daily life. Every day she asks her son if he has news of when he thinks they can go home. At first, he would answer her kindly, but sadly, lately he ignores her. One day he comes home from looking for work, and she asks her son again. He explodes, "You're never going home, Mother, don't you get that!?" Lucia gasps, "Why not?" Her son replies, "I've sold the land and your home. There is nowhere for you to go back to." Lucia looks shocked. She says, "Why would you do that without asking me? Your father and I purchased that land together, and it was mine." Her son replies, "I can do whatever I want; I'm the man of the household now!"



JAVIER'S STORY

Javier is a 74-year-old man, and he has suffered from post-traumatic stress his whole life after witnessing his parents murdered as a child. Nevertheless, Javier made a good life for himself. He had three beautiful children, all grown adults. He had a wonderful wife whom he loved dearly, but who passed away three years ago. Javier never had a lot of friends; he never liked the rowdy lifestyle of other men and preferred to focus on his family. Javier doesn't live far from his daughter, just a couple of kilometers away. Javier has lost most of his vision now, and he feels really lonely since his wife died. He meets a new woman who likes him a lot, and they start spending more time together. Her name is Maria. Javier has asked Maria to marry him. When he tells his daughter, she says, "Are you crazy? Why would she want to marry you?" Javier explains that he is unhappy alone, that he loves Maria and she loves him too. Javier's daughter says, "Can't you see, she just wants your money?" Javier disagrees and says he doesn't need her or her siblings' permission. The next day when Javier tries to go out to see Maria, he finds the gate to his home is closed and locked, and he is unable to leave. When he calls his daughter to ask for help she says, "I'm not unlocking that gate. You need to stay inside, and we need to keep you safe from falling." Javier hangs up. He knows this is about Maria.

Questions for Discussion:

- What are the issues of concern in this story?
 - **Lucia's Story:** emotional abuse, financial abuse
 - **Javier's Story:** restrictions on movement, emotional abuse
- How might the older woman or man feel about this situation?
 - **Lucia's Story:** shocked, surprised, angry, depressed
 - **Javier's Story:** angry, frustrated, hurt, lonely, isolated
- What are some of the factors that put the older woman or man at risk of abuse in this situation?
 - **Lucia's Story:** female, member of a minority community, isolated, displaced, gender norms that do not allow women to be property holders
 - **Javier's Story:** isolated, no social network, experiencing an impairment, dependence
- What gender roles and expectations come out in each story?
 - **Lucia's Story:** Lucia's son feels like he has total authority over Lucia because of the social norm or belief that men are heads of household and sole decision-makers.
 - **Javier's Story:** In this story, Javier is being hurt because of his age; his daughter may feel a need to preserve her access to family property and inheritance, which she feels is threatened by a new woman. Javier's daughter is now abusing her power over her father.
- Are there any factors that could protect the older person from abuse in this situation?
 - **Lucia's Story:** access to information about her legal rights over her property in her native language, access to legal assistance, stronger social network in the new community.
 - **Javier's Story:** stronger social network, access to information about his rights.
- What could Lucia and Javier and their families do differently?
 - **Lucia's Story:** Lucia should seek out help of a service provider for psychosocial support and community building with other older women. Lucia may wish to file a legal complaint as well and should be informed of her rights.
 - **Javier's Story:** Javier should seek out help from a service provider. He may wish to enter a family counselling process with his daughter.

- What could we (participants in the session) do to support individuals and families facing these challenges?

- There is no fixed answer for this. Participants should brainstorm ideas for involving Lucia and Javier more in community activities.

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.
4. As each case study is discussed, highlight the forms of violence, abuse, or neglect the older person is experiencing.
5. At the end of the discussion about both case studies, **ASK:**
 - a. "Have you seen or heard of similar situations in this community?"
 - b. "What do you think we can do to prevent these types of situations from happening?"

ACTIVITY 3:

SHARING CIRCLE

🕒 10 minutes

1. Ask participants to sit in a circle. Hold a soft ball and explain that we will pass the ball to everyone, and each person should share one thing they took away or learned from the session. Everyone should share.
2. Reiterate the following key messages:
 - a. It is never okay to hurt, abuse or neglect an older person.
 - b. Older women are at particular risk of abuse and neglect because of gender attitudes and beliefs in society that put all women and girls in an inferior position to men and boys.
 - c. There are many risk factors that come into a play in an individual's situation, and there are also factors that protect them from harm. These factors operate at different levels: the individual level (e.g., having to do with their sex, possessing a medical condition, etc.), the relational level (e.g., not having friends or contacts), and the societal level (e.g., the society's negative attitudes and behaviors towards women).
 - d. Older women and men also have capacities; for example, they know what is best for them, they are able to make informed decisions, they are able to participate in financial planning, and so on.
 - e. When these situations happen, the older person has a right to participate in decisions that affect them. In most cases, they should be leading in these decisions.

ACTIVITY 4:**EVALUATION OF THE SESSION**

⌚ 5 minutes

1. Tell participants that you are nearing the end of your time together. Ask participants if they have any questions.
2. Remind the group of the next meeting day and time and explain that we will now do a quick evaluation of the session.
3. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
4. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

ACTIVITY 5:**ONE-ON-ONE TIME**

⌚ 10 minutes

1. Explain this is a time for participants to mingle, and build a social support system, and also approach the facilitator with any questions. Facilitator should have done a mapping of referral structures and own services available. May consider having coffee and tea to build a convivial atmosphere.
2. For this session, the facilitator might want to continue with some examples of relaxation techniques used in Session 2. See Safe at Home curriculum, pgs. 66, 190, 192, and 194 of the Safe at Home Men's curriculum.

SESSION 4:

OLDER WOMEN AND OLDER MEN: HOW DO THEY EXPERIENCE VIOLENCE DIFFERENTLY?

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session,
participants should be able to:

- ☒ Understand the unique risk that older women face for abuse and neglect.
- ☒ Learn about gender specific manifestations of abuse and neglect of older women.

SESSION OVERVIEW:

Session Activity	Time
❶ What Do We Know About Older Women and Violence, Abuse, and Neglect?	⌚ 15 m
❷ Min-Sung and Geraldine's Stories: Violence Against Older Women	⌚ 50 m
❸ Sharing Circle	⌚ 10 m
❹ Closing and Evaluation	⌚ 5 m
❺ One-on-One Time	⌚ 10 m

MATERIALS REQUIRED:

- 🎱 Soft ball

ADAPTATIONS TO FOCUS ON OLDER WOMEN:

Session: Older Women and Older Men: How Do They Experience Violence Differently?

- If you're focusing on older women only, this session is not necessary. You may consider bringing some of the case studies up into Session 3.
- You may also want to integrate some of the language in Activity 1 in this session in Session 3.

ACTIVITY 1:**WHAT DO WE KNOW ABOUT OLDER WOMEN AND VIOLENCE, ABUSE, AND NEGLECT?**

⌚ 15 minutes

1. Welcome participants to Session 4 and tell them how excited you are to have them back. Ask if they had any questions from last time.
2. **ASK:**
 - a. “Do you think older women could be at greater risk of violence, abuse and neglect than older men? Why might that be?”
3. Explain that women are indeed at greater risk of violence in older age and explain why that may be. **SAY:**
 - a. “First and foremost, women are at greater risk of violence in older age because of gender inequality. Women, in all places in the world, are not considered equal with men. Society gives them less power than men and requires that they comply with the expectations for the behavior of their sex – or be sanctioned through physical and emotional violence. This starts in childhood and continues till the end of women’s lives.” (**Note to facilitator:** If participants have taken part in the Safe at Home core curriculum, remind them of the gender lifelines and gender boxes activity and ask participants what they took away from it.)
 - b. “Here are some of the types of violence in older age that are experienced primarily by women: (1) violence by their partner – this may also be cumulative, in that it is domestic violence that they have experienced since the beginning of their relationship and continue to experience, (2) witchcraft accusations, (3) forced marriage to a deceased partner’s family member, (4) violence against older women acting as caregivers, (5) denial of rights and property to widows, e.g., eviction from their homes.”
 - c. “We can describe violence against older women as meeting at the nexus between gender inequality and ageism. Ageism is discrimination based upon a person’s age.”
4. **ASK:**
 - a. “Can you think about any type of violence towards older women that happens here?”
 - b. “Are there particular types of violence more common among older women than older men?”
5. Collect participants’ feedback and move to the next activity.

ACTIVITY 2:**MIN-SUNG AND GERALDINE’S STORIES: VIOLENCE AGAINST OLDER WOMEN**

⌚ 50 minutes

1. Explain that participants will explore two cases studies, discuss it in smaller groups, share their thoughts together as a bigger group, and then reflect on what they learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts with all the session’s participants.



MIN-SUNG'S STORY

Min-Sung is a 71-year-old woman, married for nearly 40 years. She has two adult children. She and her husband live alone, and he is a few years older. Min-Sung has noticed that her husband is experiencing memory loss, and he has become increasingly mean and aggressive towards her. Min-Sung's husband has been violent in the past – physically and emotionally abusing her regularly when her children were young. Min-Sung never reported it or sought help, feeling it was her role as a mother to bear the burden of his abuse for the sake of her children. Min-Sung's husband no longer beats her physically, but treats her very poorly, often yelling at her and insulting her. Because Min-Sung must spend most of her time caring for him, she feels isolated and alone. Min-Sung once went to a women's shelter to see if they had any services, but she didn't see any other women her age and felt uncomfortable. Min-Sung has been through this before, and she thinks she can tolerate it again.



GERALDINE'S STORY

Geraldine is a 60-year-old woman living in a farming community. Her husband of 20 years has recently passed away. Geraldine continues to farm the land she and her husband purchased together, and she continues to have good crops. Her adult children visit her regularly. A couple of months after her husband's mourning period is over, Geraldine receives a visit from her husband's younger brother, named Sam. Sam informs Geraldine that in their local custom, Geraldine will now marry him, and the property and assets will be his. Geraldine does not want to marry Sam and says, "I'm sorry, but I'm not able to marry you as you already have a wife." Sam replies, "That is true, but it is customary for me to take over the household of my deceased brother. You will be my second wife and you will be well-treated." Geraldine refuses repeatedly. After Sam sees he cannot convince her, he threatens her saying, "If you don't agree, I will take this matter to the community leader. Who are you to think you can violate tradition?"

Questions for Discussion:

- What are the issues of concern in this story?

- **Min-Sung's Story:** Cumulative violence by Min-Sung's partner over the course of the relationship is having a toll on her. Min-Sung is isolated and may feel shame and stigma for what she has experienced for so long.
- **Geraldine's Story:** Geraldine is treated as if she is the property of her husband's brother. Issues of culture/custom are seen as more important than Geraldine's autonomy and own decision; Geraldine is being threatened as 'disobeying' cultural custom and subject to sanction.

- How might the older woman feel about this situation?

- **Min-Sung's Story:** stressed, scared, lonely, depressed, fatigued
- **Geraldine's Story:** scared, angry, frustrated, demeaned

- If you were in the shoes of the older women in the story, what would you do?

- Answers will vary.

- What might the older woman need or benefit from in this situation?

- **Min-Sung's Story:** psycho-social support, access to a social network, more opportunities to be outside the home, access to someone to talk to her about her options.
- **Geraldine's Story:** access to legal representation and recourse, psycho-social support

- What might prevent the older woman in the story from seeking help?

- **Min-Sung's Story:** Fear her children will find out, shame that this has been happening for so long, feeling alone, not seeing herself reflected in service provision and structure
- **Geraldine's Story:** Fear of the community finding out, shame that she is violating cultural custom, fear of physical abuse from her brother-in-law

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.
4. As each case study is discussed, highlight the gender-specific forms of violence happening in the stories.
5. At the end of the discussion about both case studies, **ASK:**
 - a. "Why do you think this type of violence towards these two women occurred?"

ACTIVITY 3:

SHARING CIRCLE

🕒 10 minutes

1. Ask participants to sit in a circle. Hold a soft ball and explain that we will pass the ball to everyone, and each person should share one thing they took away or learned from the session. Everyone should share.
2. Reiterate the following key messages:
 - Older women are uniquely vulnerable to violence due to the intersection between ageism and gender inequality. This may also intersect with other risk factors, such as disability, which many women will acquire as they grow older.
 - Older women may experience new types of violence that are associated with transition to aging, such as witch-hood accusations or forced marriage. They may experience violence that is cumulative from their younger years, or they may face new physical violence from family members. Older women are also subject to abuse and neglect by their family members or in-laws.
 - Older women may feel ashamed to seek services or feel that services aren't designed to fit their needs. Older women, in particular, may feel like they need to protect their family's reputation and are fearful to report abuse because of the shame it would bring to their adult children.
 - All family members have a role to play in preventing this type of violence, and we will talk more about that in a coming session.

ACTIVITY 4:

EVALUATION OF THE SESSION

🕒 5 minutes

1. Tell participants that you are nearing the end of your time together. Ask participants if they have any questions.
2. Remind the group of the next meeting day and time and explain that we will now do a quick evaluation of the session.
3. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
4. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

ACTIVITY 5:

ONE-ON-ONE TIME

🕒 10 minutes

1. Explain this is time for participants to mingle, and build a social support system, and also approach the facilitator with any questions. The facilitator/implementing agency should have done a mapping of referral structures and have information on their own services available. If appropriate and available, coffee and tea might help to build a convivial atmosphere.

SESSION 5:

DISPLACEMENT AND OLDER WOMEN AND MEN

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☑ Understand how displacement settings pose unique risks for older persons.
- ☑ Know how to make a safety plan with an older person they love.

SESSION OVERVIEW:

Session Activity	Time
❶ Older Women and Men and Displacement	⌚ 15 m
❷ Ali and Luisa's Stories: Understanding Displacement for Older Women and Men	⌚ 50 m
❸ Sharing Circle	⌚ 10 m
❹ Closing and Evaluation	⌚ 5 m
❺ One-on-One Time	⌚ 10 m

MATERIALS REQUIRED:

- 🎱 Soft ball

ADAPTATIONS TO FOCUS ON OLDER WOMEN:**Title of Session: Displacement and Older Women and Men**

- Change title of the session to "Displacement and Older Women"

❶ Providing Care and Support for Older Women and Older Men

- Replace title of activity with "Older Women and Displacement"

❷ Ali and Luisa's Stories: Understanding Displacement for Older Women and Men

- Replace title of the activity with "[NAME] and Luisa's Stories: Understanding Displacement for Older Women."
- Replace Ali's Story with the story of a woman affected by displacement that is happening or has happened in your context. Consider the additional risk factors that exist for violence, abuse, and neglect that are caused by the displacement setting overlapping with both ageism and sexism.

❸ Sharing Circle

- No adaptation needed.

❹ Closing and Evaluation

- No adaptation needed.

❺ One-on-One Time

- No adaptation needed.

ACTIVITY 1:

OLDER WOMEN AND MEN AND DISPLACEMENT

🕒 15 minutes

1. Welcome participants to Session 5 and tell them how excited you are to have them back. Ask if they had any questions from last time.
2. Begin session by explaining the idea behind displacement, which is that when people are faced with conflict or human and natural disasters, they may be forced to flee their homes and find themselves in new locations with limited access to resources and safety nets (resources).
3. **ASK:**
 - a. "Can you think of displacement that has happened in this country/context?"
4. Note down participants' responses, **ASK:**
 - a. "Can you think of some ways displacement may pose unique risks for older women and men?"
5. Write participants' responses on a flip chart. For a lower literacy group, you may wish to use symbols or pictures to represent ideas.
6. Explain that displacement may pose unique risks, but it also may exacerbate existing risk factors, such as the following:

Displacement Risks for Older Women and Men¹³

- Higher barriers to accessing information, especially when from minority language groups or having literacy challenges
- Unable to access specific health and nutrition requirements
- Difficulty fleeing conflict or hazard, or new injuries, which may exacerbate a person's existing disability
- Abandonment, which may be linked to economic strain on the family
- Isolation: older person may be further marginalized in their families or may not get the support they need as families turn towards survival strategies
- Increased mental health and psycho-social support needs
- Unable to claim their property ownership, particularly widows
- Separation from the family
- Loss or destruction of personal identification
- Neglect and deprivation
- Physical, emotional, and sexual violence

¹³ These risks are taken from HelpAge document "Protection Interventions for Older People in Emergencies".

ACTIVITY 2:**ALI AND LUISA'S STORIES: UNDERSTANDING DISPLACEMENT FOR OLDER WOMEN AND MEN**

🕒 50 minutes

1. Explain that participants will explore two cases studies, discuss it in smaller groups, share their thoughts together as a bigger group, and then reflect on what they learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts with all the session's participants.

**ALI'S STORY**

Ali is an 84-year-old man who lives with his youngest daughter and her husband and four children. Ali had to flee with his daughter's family when an armed group moved into the area, and they now reside in a displaced persons camp. When the family had to flee on foot to the nearest transport, Ali felt the burden he was on his daughter and her family. His son-in-law had to carry him over his shoulder as they ran, as he has significant difficulties walking and cannot move quickly. When they arrived at the camp, Ali realized he forgot all his identity papers and therefore could not enter the queue for food assistance, making resources even more scant. In this new place, his daughter and son-in-law are gone most days looking for work or queuing for assistance. All four of his grandchildren are young and cannot help him. He spends most of his days curled up in the corner of their tent, sometimes urinating on himself during the day to avoid having to go out and navigate towards the toilets. One day, Ali has the courage to ask his son-in-law for money to buy some clothes and basic supplies. His son-in-law replies, "Stupid old man, you are such a burden on us; we barely survived because of you, and now you dare to ask me for money!" Ali feels very sad, and he wishes his life was over already.

**LUISA'S STORY**

Luisa is a 76-year-old woman who has lived peacefully most of her life in a little town near the ocean. Luisa and her family have been fishermen/women for generations. One day, Luisa hears on the news that there is a typhoon coming, but she has endured this often and doesn't think much of it. However, this one is different. Luisa's house, and most of the village, is destroyed. She is forced to evacuate and is picked up in a van while out wandering the streets. She is transported to a nearby town to an evacuation center but doesn't know anyone there. Her adult children, who also live in the town, are nowhere to be found. Luisa has left her diabetes medicine at home and feels her body reeling. She doesn't have any money to go to the nearest pharmacy, and when she asks a stranger in the center for help, he says they are dealing with too many demands, and she needs to wait. Another stranger tells her there is a food and medicine distribution happening on the other side of town, but she will have to walk 2 kilometers. Luisa doesn't know if she can do it, but she pulls together all her strength and tries. When she arrives at the distribution, she begins to line up with the others. After more than two hours of waiting in line, Luisa is approached by a man who looks very angry. He yells at her "What do you think you are doing here, old woman? You don't belong here," and he pushes her out of the line. She falls to the ground.

Questions for discussion:

- What are the issues of concern in the story?

- **Ali's Story:** Ali's mobility issues faced are exacerbated in the crisis. Ali is depressed. He may be being neglected, and Ali lacks a social network and does not have identity documentation required to access services.
- **Luisa's Story:** Luisa is separated from her family, lacks access to life saving medicines, and has no clear direction of what to do. She also experiences violence based on her age.

- How might the older woman or man feel about this situation?

- **Ali's Story:** depressed, like a burden on the family, not wanting to live, frustrated
- **Luisa's Story:** scared, worried for her health, not knowing what to do next, sad and shocked about the violence she has experienced

- Are there any measures that could have been taken to either prevent or reduce the risks presented in this story?

- **Ali's Story:** Ali's family could develop a plan with him to access the toilets in the camp (for example, with the support of neighbors or using a map). Ali could have all his essentials (including identity papers) in a common storage area with his daughter. Ali could be connected to mental health and psychosocial support services.
- **Luisa's Story:** Luisa could have a list of emergency phone numbers to call, and an extra supply of medicine easily accessible (if feasible to organize this).

- What could Luisa and Ali and their families do differently?

- **Ali's Story:** Although they are all living under heightened stress, Ali's daughter and son-in-law can communicate better on daily living arrangements. Ali's son-in-law could take time to listen to his father-in-law rather than insulting or demeaning him. Even in situations of stress, all household members have the right to be treated with dignity.
- **Luisa's Story:** Luisa could approach managers of the evacuation center to explain the situation and ask for an emergency loan.

- What could we (participants in the session) do to support individuals and families facing these challenges?

- There is no fixed answer for this. Participants should brainstorm ideas for involving Luisa and Ali more in community activities.

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.

4. As each case study is discussed, highlight the specific risks brought on or exacerbated by the displacement.

5. **ASK:**

- a. "What can we do to better prevent violence, abuse and neglect of older women and men in contexts affected by conflict or displacement?"

ACTIVITY 3:**SHARING CIRCLE**

⌚ 10 minutes

1. Ask participants to sit in a circle. Hold a soft ball and explain that we will pass the ball to everyone, and each person should share one thing they took away or learned from the session. Everyone should share.
2. Reiterate the following key messages:
 - a. Older women and men face unique risks in the context of displacement, and existing conditions may be further exacerbated by displacement.
 - b. Older persons may also face discrimination and exclusion as they access emergency services.
 - c. If we know we are living in a place prone to this type of reality, we could consider developing some safety plans with the older person in our home, e.g., discussing how we will run away if we need to and how to be in touch, and making an emergency bag with medications packed, etc.

ACTIVITY 4:**EVALUATION OF THE SESSION**

⌚ 5 minutes

1. Tell participants that you are nearing the end of your time together. Ask participants if they have any questions.
2. Remind the group of the next meeting day and time and explain that we will now do a quick evaluation of the session.
3. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
4. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

ACTIVITY 5:**ONE-ON-ONE TIME**

⌚ 10 minutes

1. Explain that this is time for participants to mingle, and build a social support system, and also approach the facilitator with any questions. The facilitator/implementing agency should have done a mapping of referral structures and have information on their own services available. If appropriate and available, coffee and tea might help to build a convivial atmosphere.

SESSION 6:

HOW CAN I PREVENT VIOLENCE AGAINST OLDER WOMEN AND MEN WITHIN MY FAMILY?

Duration:

Approximately 2 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ✓ Learn some specific strategies for helping to prevent or mitigate violence against older persons in the family.
- ✓ Identify opportunities to build on older persons' existing strengths and capacities.

SESSION OVERVIEW:

Session Activity	Time
❶ What Would It look Like To Prevent Violence Against Older Women and Men in Families?	⌚ 15 m
❷ Sara and Matata's Stories: Preventing Violence, Abuse, and Neglect Within Families and Caregiving Relationships	⌚ 50 m
❸ Sharing Circle	⌚ 10 m
❹ Closing and Evaluation	⌚ 5 m
❺ One-on-One Time	⌚ 10 m

MATERIALS REQUIRED:

- 🎱 Soft ball

ADAPTATIONS TO FOCUS ON OLDER WOMEN:

Title of Session: How Can I Prevent Violence Against Older Women and Men in My Family?

- Change title of the session to "How Can I Prevent Violence Against Older Women in My Family?"

❶ What Would It look Like To Prevent Violence Against Older Women and Men in Families?

- Replace title of activity with "What Would It look Like to Prevent Violence Against Older Women in Families?"

❷ Sara and Matata's Stories: Preventing Violence, Abuse, and Neglect Within Families and Caregiving Relationships

- Replace title of the activity with "[NAME] and Sara's Stories: Preventing Violence, Abuse, and Neglect Within Families and Caregiving Relationships."
- Replace Matata's Story with the story of a woman who is facing violence, abuse, and neglect in a caregiving relationship.
- Make sure to include both ageism and sexism, and potentially ableism, as factors affecting the experience of the woman in the story.

❸ Sharing Circle

- No adaptation needed.

❹ Closing and Evaluation

- No adaptation needed.

❺ One-on-One Time

- No adaptation needed.

ACTIVITY 1:**WHAT WOULD IT LOOK LIKE TO PREVENT VIOLENCE AGAINST OLDER WOMEN AND MEN IN FAMILIES?**

🕒 15 minutes

1. Welcome participants to Session 6 and tell them how excited you are to have them back. Ask if they had any questions from last time.
2. Begin the session by asking participants to brainstorm some of their ideas about how abuse of older women and men in families may be prevented. ASK:
 - a. “What are some ways we can prevent violence, abuse and neglect of older women and men in families?”
3. Collects participants’ responses and add to the below list:

Preventing Violence, Abuse, and Neglect of Older Women and Men in Families

- Caregivers and support persons should use an active listening approach to understand the needs and desires of older persons.
- Caregivers and support persons can seek access to support structures/groups or form their own.
- Caregivers and support persons can identify opportunities for the older woman or man to be involved in community life/maintain an active social circle, if that is something the older person would like.
- Caregivers and support persons can seek out services for older women and men, where available in the community, such as provision of assistance devices, access to health services, access to social groups, etc., if that is something the older person wants and needs.
- Caregivers and support persons can listen to and collaborate with the older woman or man to develop processes to accommodate their needs, as well as the caregivers’ needs. For example, they can establish specific times when the caregiver is available to go with the older person out into the community, or plans for transportation, processes of reasonable accommodation, etc.

ACTIVITY 2:**SARA AND MATATA’S STORIES: PREVENTING VIOLENCE, ABUSE, AND NEGLECT WITHIN FAMILIES/ CAREGIVING RELATIONSHIPS**

🕒 50 minutes

1. Explain that participants will explore two cases studies, discuss it in smaller groups, share their thoughts together as a bigger group, and then reflect on what they learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts with all the session’s participants.



SARA'S STORY

Sara is an 81-year-old woman who lives with her husband, age 87. Sara is very active in her community. She attends church regularly, still sells homemade pastries at the weekly market, and loves visiting with her friends, children, and grandchildren. Her husband, Raoul, stays at home most of the time. He has withdrawn quite a bit over the past couple of years, and he says little. Sara thinks he may have memory loss. Recently, Sara has started to face health challenges; she now needs a cane to move around, and she has hypertension. Sara's son suggests that his daughter, Monia, age 30, move in with Sara and Raoul. Sara agrees because she knows she needs a bit more help now. Raoul doesn't seem to mind or notice much that Monia is there. When Monia arrives, she realizes her grandparent's situation is worse than she knew. Sara is often forgetting to take her medicine, the house is dirty, and it seems that Raoul is suffering from incontinence, but Sara hasn't noticed. Monia tells her grandmother she will do all the errands and cooking from now on. Her grandmother doesn't need to go out anymore, as Monia will sell the pastries at the market. When Monia leaves for daily chores, she locks her grandmother and grandfather in the house. She is worried something will happen to them. After a couple of months, Monia notices her grandmother seems sad and spends most of her day watching television. Monia assumes it is part of the aging process.



MATATA'S STORY

Matata is a 74-year-old man. He recently moved in with his son and daughter-in-law, as he has begun to have challenges walking and getting around. However, he still loves to play with his grandchildren and is often seen around the village chatting with old friends. It is clear that his daughter-in-law is unhappy with the arrangement. Now, instead of going to the market every day, she can only go for a couple of hours, because she spends much of her morning taking care of Matata, helping him to dress and bathe, and making his food. Matata's daughter-in-law pulls his arm when dressing him, leaving bruises. She always complains, "You ask me to do so much, and you don't contribute anything to this household, not even a sum from your pension!" Matata doesn't say anything, as his daughter-in-law doesn't know that he has never received a pension, but he doesn't want to tell her because he is embarrassed and knows that she always used to look up to him as a man of importance. When Matata tries to talk to his son about what is going on, he seems distracted and he is not really listening. Matata thinks his daughter-in-law has her husband under her thumb or under her control.

Questions for Discussion

- What are the issues of concern in the story?
 - **Sara's Story:** Sara and Raoul are prevented from leaving their home, cut off from social circles, denied autonomy, and suffer from poor communication with their granddaughter Monia.
 - **Matata's Story:** Matata's is being hurt (unclear of whether it is intentional or not) by his daughter-in-law. Matata holds sexist ideas that drive his interactions with his daughter-in-law, and his daughter-in-law is stressed by the loss of income associated with caring for Matata.
- How might the older woman or man feel about this situation?
 - **Sara's Story:** frustrated to have her freedom taken away, depressed, mad, sad
 - **Matata's Story:** angry, hurt, frustrated, embarrassed at not having a pension
- What are the inherent strengths and capacities of the older woman or man in the story?
 - **Sara's Story:** Sara is energetic, involved in her community, interested in continuing to earn money
 - **Matata's Story:** Matata is actively involved in his grandchildren's lives, maintains strong social connections

- What could be done to prevent the violence, abuse, or neglect that is happening in the story?

- **Sara's Story:** Monia could sit down with her grandparents and have a discussion about some of the changes she has noticed, discuss some options together, and find a solution that allows Sara to continue to do the activities she loves, such as going to the market.
- **Matata's Story:** Matata and his son could have better communication channels; the family could work together to figure out options for care that don't demand that Matata's daughter-in-law lose a substantial portion of her income. Matata and his son could look for opportunities to link with other people, and community groups, outside the family.

- What do you think Sara and Matata and their families should do differently?

- **Sara's Story:** Improve communication between Monia and her grandparents, look for resources to support Sara in continuing to participate in activities that give her pleasure
- **Matata's Story:** Improve communication between Matata and his son and daughter-in-law, discuss as a family other care arrangements

- What could we (participants in the session) do to support individuals and families facing these challenges?

- There is no fixed answer for this. Participants should brainstorm ideas for involving Sara and Matata more in community activities.

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.
4. As each case study is discussed, highlight the specific actions family members can take to avoid this type of situation.

ACTIVITY 3:

SHARING CIRCLE

🕒 10 minutes

1. Invite participants to sit in a circle. Hold a soft ball and explain that we will pass the ball to everyone, and each person should share one thing they took away or learned from the session. Everyone should share.
2. Reiterate the following key messages:
 - a. It is important for caregivers of older women and men to examine their intentions; they should ask themselves if they are taking actions "for" older persons or "with" older persons.
 - b. Some of the challenges caregivers may face can begin with poor communication. It always helps to have dialogue and to put yourself in the place of the older person before taking any action.
 - c. You might want to consider practicing communication strategies with older persons. Here are some sample strategies: (1) use "I statements" to describe how you're feeling, (2) give the older person in your life time to process what you're saying, (3) think about when a good time to have conversations is and try practicing the conversation with a caring friend or family member beforehand, and (4) remember you may not get through everything you want to discuss in the conversation, but remember you can follow-up later.¹⁴

¹⁴ Adapted from elder care online. <https://www.ec-online.net/Knowledge/Articles/dosndonts.html>

ACTIVITY 4:

EVALUATION OF THE SESSION

🕒 5 minutes

1. Tell participants that you are nearing the end of your time together. Ask participants if they have any questions.
2. Remind the group of the next meeting day and time and explain that we will now do a quick evaluation of the session.
3. **ASK:**
 - a. "What did you like best about the session?"
 - b. "What questions would you have liked to ask but did not have the opportunity to ask?"
 - c. "How was this session helpful?"
 - d. "Do you have any other comments or suggestions for improving this session?"
4. Note down the participants' responses. You will need to record them in the post-session monitoring sheet.

ACTIVITY 5:

ONE-ON-ONE TIME

🕒 10 minutes

1. Explain that this is time for participants to mingle, and build a social support system, and also approach the facilitator with any questions. The facilitator/implementing agency should have done a mapping of referral structures and have information on their own services available. If appropriate and available, coffee and tea might help to build a convivial atmosphere.

SESSION 7:

SUPPORTING HELP-SEEKING AMONG OLDER WOMEN AND MEN

Duration:

Approximately 3 hours

OBJECTIVES:

By the end of the session, participants should be able to:

- ☑ Identify barriers to help-seeking among older people, with a particular focus on pride and dignity.
- ☑ Reflect on what they have learned throughout the module.

SESSION OVERVIEW:

Session Activity	Time
❶ Why Don't Older Women and Men Seek Help When They Experience Violence, Abuse, and Neglect?	⌚ 15 m
❷ Lilia and Laurent's Stories: The Role of Pride and Shame in Help-Seeking	⌚ 50 m
❸ Sharing Circle	⌚ 10 m
❹ Reflecting on What We Learned	⌚ 60 m
❺ Closing of the Module	⌚ 30 m

MATERIALS REQUIRED:

- 🎱 Soft ball

ADAPTATIONS TO FOCUS ON OLDER WOMEN:**Title of Session: Supporting Help-Seeking Among Older Women and Men**

- Change title of the session to "Supporting Help-Seeking Among Older Women"

❶ Why Don't Older Women and Men Seek Help When They Experience Violence, Abuse, and Neglect?

- Replace title of activity with "Why Don't Older Women Seek Help When They Experience Violence, Abuse, and Neglect?"

❷ Lilia and Laurent's Stories: The Role of Pride and Shame in Help-Seeking

- Replace title of the activity to "[NAME] and Lilia's Stories: The Role of Pride and Shame in Help-Seeking."

- Replace Laurent's Story with the story of a woman faces challenges related to pride and shame for help-seeking, consider challenges that are contextually relevant.

❸ Sharing Circle

- No adaptation needed.

❹ Reflecting on What We Learned

- No adaptation needed.

❺ Closing of the Module

- No adaptation needed.

ACTIVITY 1:

WHY DON'T OLDER WOMEN AND MEN SEEK HELP WHEN THEY EXPERIENCE VIOLENCE, ABUSE, AND NEGLECT?

🕒 15 minutes

1. Welcome participants to Session 7, the last session of the module, and tell them how excited you are to have them back. Ask if they had any questions from last time.
2. Begin the session by asking participants,
 - a. "Why do you think older women and men refrain from seeking support when they experience abuse and neglect?"
 - b. "Do you think there are differences in why older men and older women don't seek support?"
3. Collect responses from participants and write them up on a flip chart. Facilitator should cross-check flip chart with list below, as is relevant to the context.

Why Older Women and Men Don't Seek Support When They Experience Violence, Abuse and Neglect

- Fear they will be further harmed if they seek support
- Lack of access to reporting mechanisms
- Lack of knowledge of available services
- Fear that reporting abuse will bring shame upon their family (especially their adult children)
- Fear of loss of social standing in the community
- Barriers to seeking support (transport costs, mobility, etc.)

ACTIVITY 2:

LILIA AND LAURENT'S STORIES: THE ROLE OF PRIDE AND SHAME IN HELP-SEEKING

🕒 50 minutes

1. Explain that participants will explore two cases studies, discuss it in smaller groups, share their thoughts together as a bigger group, and then reflect on what they learned.
2. Divide participants into four groups and explain that all groups will receive one case study and a set of questions for discussion. They will have about 30 minutes to review the case study together and discuss as a group. Explain that participants should be prepared to share their thoughts with all the session's participants.

**LILIA'S STORY**

Lilia is a 70-year-old woman. She and her husband Moran have been married for 20 years. Recently, Moran has become physically and emotionally violent with Lilia. He is often insulting her, and she notices that some days he is in a bit of fog, like he is living in the past. When Lilia tries to help him in daily activities or help him come out of the fog, Moran pushes her. This last time, Moran pushed her; Lilia fell, and she lost her balance, falling and breaking a rib. When she called her son to ask for support in going to the hospital, he came and took her right away. He asked her how she fell, and she said she just lost her balance. She didn't want to tell her son what had happened; she didn't want him to think his father was a bad man. When Lilia goes to the hospital, the doctor notices bruises on her skin. He asks her if someone has been hurting her and shows her a pamphlet about where she can get support. Lilia replies quickly, "No, no, no one is hurting me. I am just getting old." Lilia pushes the pamphlet away. She is afraid to tell the doctor the truth, afraid her husband will be sent away, and scared about what would happen if the people in her church found out. Her son is a pastor in the community.

**LAURENT'S STORY**

Laurent is an 88-year-old man. He continues to run the biggest shop in his town and is very involved in the day-to-day operations. Lately, he's decided he wants to transition to a less hands-on role, and he has been handing over responsibilities to his son. One day, he goes to work on the books – one of his favorite things to do – and realizes that the shop is losing money. He thinks it may be a temporary problem, and continues to monitor it, but sees losses every month that aren't explainable. He approaches his son to ask what is happening, and his son is very defensive. He says, "You've become such an old man, I think you've forgotten how to handle the books. Don't worry, we're not losing money." Laurent feels embarrassed for raising the issue in the first place and believes his son. A couple of months later, Laurent notices that the shop is slowly being emptied and no products are being re-stocked. He asks his son what is happening, and his son says, "I've sold the shop." Laurent is shocked; his son didn't have the legal right to sell the shop as it was not in his name. He is angry and yells at his son, "I will show you what happens when you make this decision without me." Laurent wants to go to the police, but he is fearful that he won't be believed, or that he'll be written off as a silly old man who is losing his mind. He's also embarrassed that this could happen to him in the first place, a strong, well-known man in the town. He decides to say nothing, but he feels extremely sad. He thinks often of ways to take his life, but he has not built up the courage to do so yet.

Questions for Discussion:

- What are the issues of concern in the story?
 - **Lilia's Story:** Lilia is providing care for her violent husband, who may be experiencing cognitive decline. Lilia is afraid to seek help because she feels if people found out what is happening in her home, she would bring shame to her son who is an important man in the community. Additionally, services to support women who have experienced intimate partner violence are mostly designed for younger women, and she doesn't feel like she belongs there.
 - **Laurent's Story:** Laurent is depressed and suicidal; he has lost property that he built and belonged to him. He feels his stature in the community is not the same as it was before.
- How might the older woman or man feel about the situation?
 - **Lilia's Story:** scared, frustrated, anxious, angry, sad, trapped
 - **Laurent's Story:** sad, angry, frustrated, depressed

- What are some steps supportive caregivers can take to support an older woman or man in their life to access services?

- **Lilia's Story:** (1) Ask Lilia about her life, not just when an incident like the one she experienced happens, (2) pay attention to changes in behavior that could signify violence, abuse, or neglect, and (3) find out what services are available in the community, and talk to them casually about it.
- **Laurent's Story:** A supportive caregiver should observe what is happening and the changes in Laurent, ask him how he is doing, talk casually about services available in the community.

- What could Lilia and Laurent and their families do differently?

- **Lilia's Story:** Lilia is the decision-maker over her own future; she could be advised about services that are available to her, offered psychosocial support, and given opportunities to be in safe spaces with other older women.
- **Laurent's Story:** Laurent is the decision-maker over his own future; however, he could be advised as to options to seek legal support for his problem or pointed toward organizations that provide psychosocial support in case he doesn't want to take the legal route.

- What could we (participants in the session) do to support individuals and families facing these challenges?

- There is no fixed answer for this. Participants should brainstorm ideas for involving Lilia and Laurent more in community activities.

3. As you begin discussion of the case study, make sure to emphasize the discussion questions' key responses – highlighted above in blue.

4. As each case study is discussed, highlight the specific actions family members can take to avoid this type of situation.

ACTIVITY 3:

SHARING CIRCLE

🕒 10 minutes

1. Ask participants to sit in a circle. Hold a soft ball and explain that we will pass the ball to everyone, and each person should share one thing they took away or learned from the session. Everyone should share.
2. Reiterate the following key messages:
 - a. There are many obstacles that prevent older persons from seeking support when they are hurt by a family member or caregiver, but one of the main obstacles is stigma and fear.
 - b. As family members/caregivers/support persons, one of the best things we can do is be aware of available services and talk with the older person we love about those services.
 - c. As family members/caregivers/support persons, how we approach our relationship with the older person we love is very important. Being able to put ourselves in their place, listening to them, and creating space, all foster an environment of deeper understanding and provide space for older people to share what they are going through.

ACTIVITY 4:**REFLECTING ON WHAT WE'VE LEARNED**

🕒 60 minutes

1. Give participants 10 minutes to reflect silently on what they've learned over the course of the module.
2. Ask participants to work together in group to identify key messages they would like to share with the community.

ACTIVITY 5:**CLOSING OF THE MODULE**

🕒 30 minutes

1. If appropriate, invite community members to come and hear about the module and its key messages.
2. Give out certificates to participants.
3. Organize a celebration.