

Growing old together

LEARNING OUTCOMES

- I can learn about co-housing for older generations around the world and use what I learn to make connections with my own culture.
- I can discuss co-housing for older generations in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

aspiration [n]: something you want to achieve

bustling [adj]: busy and noisy, used to describe places

close-knit [adj]: when people do a lot of things together

co-housing [n]: housing in a linked community

communal [adj]: owned or shared by a group

companionship [n]: a relationship with a good friend

empowered [adj]: to have control over something

picturesque [adj]: beautiful

renovate [v]: to make something old look new again by repairing and improving it, especially a building

retrofit [n]: buildings that are converted or adapted for a different use

run-down [adj]: in bad condition

third age [n]: the period of life after middle age

WARMER

Ask students about where they live. Write some of these questions on the board: **What is your neighbourhood like? How often do you see your neighbours? Do you know your neighbours well? Are there any elderly people living near you? Would you like to live in a more communal environment? Have a class discussion to find out students' answers to the questions.**

- 1** Ask students to look at the photos and answer the questions with their partner. Elicit answers from students in open class when they finish.

- 2a** Ask students to read through the text quickly and answer the questions with their partner.

Answers

Countries in northern Europe like Sweden, Denmark and the Netherlands.

Students' own answers.

- 2b** Students scan the text more carefully, decide if the statements are true or false and correct the false statements. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answers

1 T **2** F (The community could be mixed gender or a mixed age group.) **3** F (There are over 200 living groups of elderly in the Netherlands.) **4** T **5** T **6** T

- 2c** Ask students to read through the statements and decide which is the correct alternative. Elicit answers from the class.

Answers

1 a **2** a **3** b **4** b **5** a **6** a

Gateway to culture

- 3a** Put students in pairs to discuss the questions about co-housing for older generations. Then elicit ideas from the class.

Answers

Students' own answers.

PROJECT

- 3b** Explain to students that they are going to work in pairs and then individually to write a report. They will need Internet access to do their research, and this can either be done in class or at home. Put students into pairs for this exercise.

For Step 1, students work with their partner to choose two co-housing projects – one in their country and one in a different country. Clarify that the project does not have to be co-housing for the elderly. In Step 2, ask students to follow the points for their Internet research to prepare information for their report. If working at home, each student can do some individual research and then share their ideas and findings with their partner in the next class.

- 3c** Once they have gathered the necessary information, students write their own report individually using their notes to help them. Encourage them to highlight the similarities and differences between the co-housing projects in their own country and the one they have chosen. Make sure they check their work before they hand it in.