



**Branch Out**  
12 months 6 steps 1 global movement

# Step Two: Blooming!

*An activity that explores issues related to age diversity and its relations to people's identity.*

## Branch Out

Branch Out is the International Junior Branch project on the Content Area of the year of 2014 for CISV: Diversity. The project is composed by six steps that will be launched throughout the year, exploring different themes within the topic area of Diversity. Branch Out encourages participants to develop their perception towards their own identity and towards different communities.

In each step Branch Out will provide you with one ready-to-run educational activity and resources related to it.

## Step Two: Blooming!

*Blooming!* is the Step Two of Branch Out - the International Junior Branch Project on Diversity. It explores issues related to age diversity and its relations to people's identities. It consists of one ready-to-run activity and further reading references.

### Why should we discuss age diversity?

Age is a really important part of oneself's identity. It tends to determine who we are friends with, the way we dress, the way we behave, the way society sees us and how we see others. This also means that being part of an age group usually comes with specific stereotypes. Also, it is relevant to consider that different communities perceive each age group in different ways. In addition, dealing with different age groups is part of our day-to-day life in CISV – in both the organizational structure and the educational programmes. *Blooming!* stimulates participants to face these and other questions related to age diversity.

#### Attitudes:

- Willingness to acknowledge the differences between age groups
- Willingness to acknowledge age as a state of mind, rather than just a number

#### Skills:

- Ability to reflect upon the ways in which people are treated depending on their age
- Ability to think of oneself as a part of an age group while also understanding personal age identity

#### Knowledge:

- Knowledge of common age diversity issues
- Knowledge of age group norms and stereotypes and the ways in which they can be challenged

## The activity

### Requirement:

- **Materials** pens and paper
- **Time:** 90 - 120 minutes
- **Number of participants:** Unlimited

### Do:

#### 1. Introduction

The facilitator should stimulate participants to individually reflect upon the definition of each of the following age groups: CHILDREN, YOUTH, ADULTS and SENIORS. (Taking notes individually is recommended but not mandatory).

#### 2. Age Groups

The facilitator should place four large papers in the room - each of them should contain one of the following words: CHILDREN, YOUTH, ADULTS, and SENIORS (some blank space should be left on each paper). Then, the participants should walk around the room and write answers/comments for the following statements on each paper:

*These are only suggestions. Feel free to add/remove statements.*

- What challenges a person of this age group faces
- What benefits a person of this age group enjoys
- Rank the level of independence seen by this group (1 being no independence at all, 4 being highly independent)
- Rank how fun it is to be a member of this age group (1 being "it's not fun," 4 being "it's extremely fun")
- Rank the ability of members of this age group to influence others (1 being unable to influence others, 4 being highly capable of influencing others)
- Rank the amount of respect a member of this age group receives from others(1 being no respect, 4 being high amounts of respect)

#### 3. Age Roles

The facilitator is now going to read statements and quotes and participants are asked to walk to one of the papers which they find the quote or statement fits best (CHILDREN, YOUTH, ADULTS and SENIORS). Participants have to select only one of the options and are not allowed to stand in between two alternatives.

## Statements

*These are examples. You can use as many as you'd like, or make up your own.* (Facilitators should write observations on papers for the discussion later, and participants should be told to remember where they walked).

- When I speak, people listen to me.
- I can change the world.
- I want to change the world.
- I can be myself.
- I am responsible for my actions.
- I am happy.
- I am confident.
- I am carefree.
- I am comfortable being alone.
- There are high expectations of me.
- I value family above all else.
- I am open minded.
- I am a driving force in CISV.
- I am qualified to make decisions that affect others.
- People come to me for advice.
- I feel misunderstood.
- ...

## Reflect:

Participants should sit down in small groups (around 5 people in each) and discuss the following:

- Individually summarize for the rest of the group what you wrote on the papers for each age group. (Facilitators can remind participants of the various questions that were on the papers). Please also specify what you believed to be the numerical age range of each group. How was this different from what others thought the age range should be?
- In the second part of the activity, what did you base your decisions off of when you had to make a decision between age groups?
- Did you often find yourself caught between two groups? Which ones and why?
- What did you find most difficult in this activity?

## Generalize and Apply:

- What role does age play in your own daily life?
- What are some challenges you have faced as a member of your specific age group?
- In what ways are the barriers between each group defined? In what ways are the lines blurry?
- How does someone move from one age group to another? Is it the same for everyone? (Optional: What happens when a person cannot overcome the challenges of their age group before moving to another one?)

## Alternative questions:

- How do you interact with other age groups? How does your behavior change when socializing with someone of a different age group?
  - (For adults) What is it like to be active in an organization that can sometimes seem geared only toward youth?
  - How do we witness the issue of age diversity in Junior Branch?
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## Tips for facilitators

To run this activity, facilitators should pay special attention to how the group of participants is composed. Having different age groups might result in completely different perceptions and discussions during the activity.

## Adapt the activity to your needs

Feel free to make changes in the activity and to adapt it to the needs and specificities of your group!

## Take pictures and share them with us

Branch Out is a global project. Let us know whenever you apply Branch Out in your chapter. Take pictures and share them with us through [branchout@ijb.cisv.org](mailto:branchout@ijb.cisv.org)!

Pictures will be posted in our facebook page, [facebook.com/branchout2014](https://www.facebook.com/branchout2014) and our tumblr, [branchout2014.tumblr.com](http://branchout2014.tumblr.com)

## Introducing Branch Out

After the activity is over, remember to present Branch Out to the participants, so they can understand the educational purpose of the project, as well as to create interest on the next steps.

## Feedback

Get feedback from your participants and share your impressions with the Branch Out team! Send an e-mail to [branchout@ijb.cisv.org](mailto:branchout@ijb.cisv.org)



## Further Reading



-> An elucidative video on the differences between generations and the potentials of the current youths

<https://www.youtube.com/watch?v=seCHVIVThmw>



-> An article with reflections on the process of getting older

<http://www.theguardian.com/books/2013/oct/05/penelope-lively-old-age?INTCMP=SR-CH>



-> Read about Malala Yousafzai, a 16 y.o Pakistani girl who leads an organization helping the girls of her generation.

<http://www.forbes.com/sites/skollworldforum/2013/10/11/malala-reminds-us-that-leadership-comes-in-all-shapes-and-sizes/>



-> A challenging article about today's youth and its profile in relation to older generations' profiles.

[http://www.fandm.edu/uploads/media\\_items/stein-2013-me-generation.original.pdf](http://www.fandm.edu/uploads/media_items/stein-2013-me-generation.original.pdf)