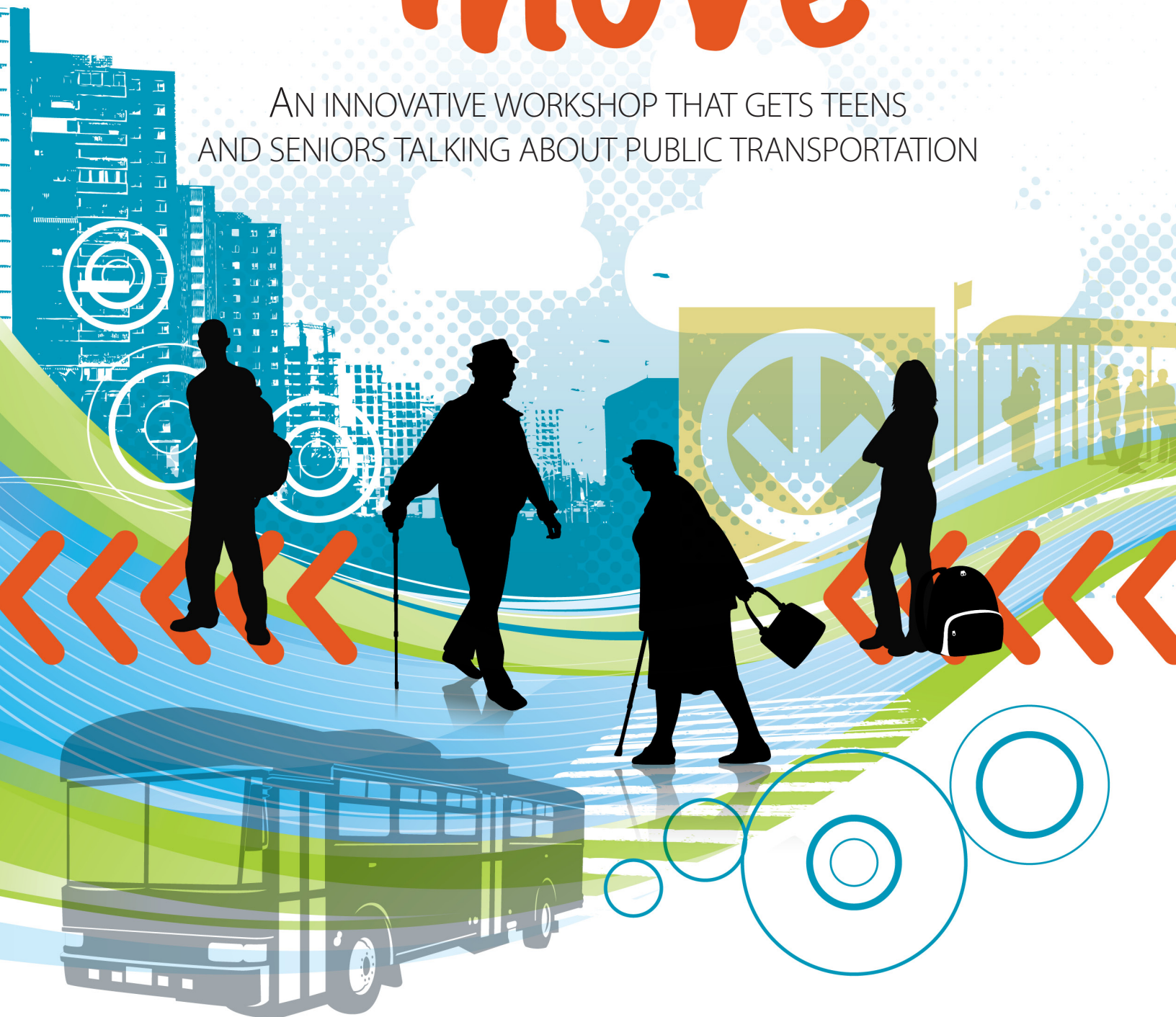


# SENIORS on the **MOVE**

AN INNOVATIVE WORKSHOP THAT GETS TEENS  
AND SENIORS TALKING ABOUT PUBLIC TRANSPORTATION



## Authors

Agathe Lorthios-Guilledroit, Community Health M.Sc. Student, University of Montreal

Freeda Khan, Bachelor in Social Work Student, McGill University

Manon Parisien, erg. M.Sc., CSSS Cavendish

Sheri McLeod, Executive Director, N.D.G. Senior Citizens' Council

Stéphanie Dupont, B.A., FLE., Community Organizer, CSSS Cavendish

Kareen Nour, Ph.D., Planning, Programming and Research Officer, Montérégie Department of Public Health

## Advisory Group

Geneviève Lamy, Transfer of knowledge coordinator, CSSS Cavendish

Kathryn Moreno, Guidance Counsellor, Westmount High School

Lauren Azran, Westmount High School Student

Liesel Urtnowski, Member of the Social Action Committee, Contactivity Center, Westmount

Louise Rayment, Board of Directors member, N.D.G. Senior Citizens' Council

Tania Gonzalez, Project Manager-Transport and mobility, Table de Concertation des aînés de l'île de Montréal (TCAIM)

## High School Collaborators

Royal West Academy

Westmount High School

## Acknowledgements

This project was funded by New Horizons for Seniors Program (NHSP).

Special thanks to students of Westmount High School, Loyola High School, Royal West Academy and Lindsay Place High School, 2012, for their ideas, help and feedback.

Additional thanks go to Westmount High School's and Royal West Academy's students who attended the pilot workshop and provided helpful feedback.

## Credits

Révision Linguistique: Dana Kobernick, CSSS Cavendish

Graphic design: Marie-Judith Langlois, MJL Design

Pour télécharger ce guide gratuitement:  
[www.ndgsc.ca](http://www.ndgsc.ca)

Ce document est aussi disponible en français.

# A WORD FROM THE EXECUTIVE DIRECTOR

Since 1974, the N.D.G. Senior Citizens' Council has worked with and on behalf of older adults in the community to improve their quality of life and reduce incidences of ageism. Given this long-standing role, we are pleased to work in partnership with the CSSS Cavendish in this project.

Access to public transportation is a major concern for many seniors, and the obstacles that interfere with this access are numerous and multi-faceted. Over a period of two years, a committee supported by the CSSS Cavendish and N.D.G. Senior Citizens' Council looked at various issues related to transportation and held five focus groups. One of the major issues that arose involved concerns about the public transportation system in Montreal.

It was the desire to expand the awareness of teens regarding the experience of older people using the transit system that led to the development of this workshop. People reported feeling anxious when youth were present at metro stations and on buses. They felt uncomfortable and even intimidated by bouts of yelling and swearing, even though they readily admitted that this was only a small number of individuals overall. Despite campaigns carried out by the Société des Transports de Montréal regarding appropriate behaviour on public transit vehicles, it is still common for some teens to keep their backpack on their back, to be loud and boisterous when using the bus or metro.

It is our wish that this guide serve as a vehicle for creating discussion and increasing awareness of the experience of seniors using the public transit system. We hope that it encourages a greater understanding for both teens and seniors, allowing our buses and metros to be safe and respectful environments for all.



Sheri McLeod  
Executive Director, N.D.G. Senior Citizens' Council



# TABLE OF CONTENTS

A word from the Executive Director . . . . .	i	<b>SECTION 5:</b>	
Table of contents . . . . .	ii	Concepts and issues . . . . .	14
<b>SECTION 1</b>		Characteristics of seniors' mobility . . . . .	14
Introduction . . . . .	1	▣ Main issues affecting seniors' mobility . . . . .	15
Origin of the project . . . . .	2	Seniors and public transportation . . . . .	15
Description of the workshop . . . . .	2	▣ Main issues experienced by seniors when using public transportation . . . . .	16
Who could give the workshop? . . . . .	3	Teens and public transportation . . . . .	18
What is the goal of the workshop? . . . . .	3	Courtesy in public transportation . . . . .	19
What is the underlying approach? . . . . .	3	▣ What is courtesy? . . . . .	19
<b>SECTION 2</b>		▣ Demonstration of courtesy in public transportation . . . . .	19
Steps to organize the workshop . . . . .	4	For further information . . . . .	20
<b>SECTION 3</b>		<b>SECTION 6</b>	
What is the role of the group leader? . . . . .	7	Steps to lead the workshop . . . . .	22
The group leader's responsibilities . . . . .	7	▣ In preparation for the workshop . . . . .	22
▣ Before the workshop . . . . .	7	Introduction . . . . .	22
▣ The day of the workshop . . . . .	7	Courtesy, important or not? . . . . .	23
▣ During the workshop . . . . .	8	Experiencing life as a senior . . . . .	25
▣ After the workshop . . . . .	9	The main issues faced by seniors when taking public transportation . . . . .	29
Tips for leading a workshop with teens . . . . .	9	How courteous am I? . . . . .	35
Frequently asked questions and concerns of students . . . . .	11	Me, part of the solution? . . . . .	37
<b>SECTION 4</b>		Conclusion of the workshop . . . . .	39
List of materials required . . . . .	13	<b>ANNEX 1</b>	
		Terms of agreement between the school and the community organization . . . . .	41
		<b>ANNEX 2</b>	
		Script of the video . . . . .	47
		<b>ANNEX 3</b>	
		Task cards . . . . .	51
		<b>ANNEX 4</b>	
		Interview cards . . . . .	55

## INTRODUCTION

**Having accessible transportation options is essential for any individual of the community. Community mobility implies:**

**“Being able to travel where and when a person wants, being informed about travel options, knowing how to use them, being able to use them, and having the means to pay for them (1)”.**

Mobility gives access to resources required for survival (e.g. food, water, personal hygiene, medical care) and it allows people to accomplish their social functions necessary to their well-being (e.g. job, personal relationship, recreational and civic activities). For seniors who do not have a driver’s license, as well as for teens who are too young to drive, public transportation represents the main and sometimes the only available transportation option for independent traveling. However, the process of aging can make the experience of using public transportation more difficult and stressful. It is thus important to create a safe and respectful climate by promoting information on courteous behaviours so that public transportation becomes more accessible for all.



## ORIGIN OF THE PROJECT

Aiming to render public transportation an adequate and attractive transportation option to the older population, this workshop was created by the N.D.G. Senior Citizens' Council (NDGSCC) in partnership with the CSSS Cavendish in response to the observed needs of the senior population within the community, particularly with regards to teen behaviour. It was thus based on the need to engage discussions with teens about courtesy and awareness while using public transportation in order to provide a safe and respectful environment for everyone using it. Courtesy is defined as “the showing of politeness in one’s attitude and behaviour toward others” (2) and it can have a positive impact on seniors’ sense of security and ease their mobility in public transportation. In fact, seniors have identified it many times as an age-friendly feature of public transportation (3,4).

## DESCRIPTION OF THE WORKSHOP

Offered in high school classrooms to teenagers and animated by seniors, this 60-minute workshop brings two generations together. Through 5 distinctive educational activities, teens will gain awareness about seniors’ needs when using public transportation and will learn considerate behaviours towards the senior population. While the content of the workshop is oriented specifically towards the public transportation system, the strategies presented will allow teens to adopt these senior-friendly attitudes across different settings within society.

This workshop is developed for the adolescent population, between the ages of 12 and 15 years. It is presumed that they currently use public transportation on a regular basis or will be doing so in the near future. The workshop was thus designed to be offered in high school classrooms. However, it is possible to adapt the content and the activities to be presented in youth community centers where groups of teens can also be easily reached. Depending on the situation, the format may be adapted for kiosks, awareness campaigns, etc.



## WHO COULD GIVE THE WORKSHOP?

To foster its intergenerational approach, it is preferable that senior volunteers lead this workshop. The engagement of two volunteers is highly recommended for logistical purposes. Before giving the workshop, the volunteers will have to attend an orientation session together. Ideally, they would also have previous experience as group facilitators or experience working with teens. In addition, experience within the public transportation system could be helpful for them to share some real-life examples with teenagers.

## WHAT IS THE GOAL OF THE WORKSHOP?

The goal of this workshop is to encourage an age-friendly public transportation system by promoting courteous and considerate behaviours on behalf of teens towards the senior population. This favourable change in teen attitudes and behaviours may translate into an increased comfort and sense of security for seniors, thereby increasing and improving their mobility within the community.

The specific objectives of the workshop aim to sensitize teens to the needs of the senior population, thereby modifying attitudes, knowledge and perceptions of courtesy towards the senior population using public transportation. This awareness can in turn motivate the teenager to engage in courteous and considerate behaviours.

## WHAT IS THE UNDERLYING APPROACH?

As this workshop aims to bring a change in teen behaviour, the theoretical approach used to build the workshop was based on Azjen Fisher's theory of planned behaviour (5). This theory implies that the performance of a specific behaviour can be predicted according to an individual's intention to perform it. This intention is determined by the attitude, by the subjective norms and the perceived control that an individual has towards the behaviour. This theory has been widely used to promote health behaviours that are beneficial to oneself, but also to promote behaviours that are beneficial to others, such as giving blood. In addition, it is observed that teenagers are highly influenced by the subjective norms and try to conform to their peers.

Throughout the workshop, teens are encouraged to share their ideas and opinions about courtesy among themselves, thereby increasing positive beliefs about perceived norms of courteous behaviour. Motivational strategies are included to reinforce the importance and usefulness of being courteous among teens as well as to motivate them to adopt courteous behaviours towards seniors. Experimentation is used as a strategy to increase teens' favourable attitudes towards seniors. Awareness strategies such as presentation of a video and modeling are used to increase teens' awareness about the difficulties experienced by seniors using public transportation. Finally, a personal evaluation and the writing of a personal goal are included to stimulate teens to engage in courteous behaviour.

## Section 2

# STEPS TO ORGANIZE THE WORKSHOP

**This section is addressed to community organizations that would like to organize a workshop. It will guide them through the necessary steps for organizing the workshop facilitated by senior volunteers in high schools.**

### **FAMILIARIZE YOURSELF WITH THE WORKSHOP MATERIAL**

The workshop material can be downloaded from the N.D.G. Senior Citizens' Council website: [www.ndgsc.ca](http://www.ndgsc.ca)

The workshop manual must be read carefully, as well as the "Terms of agreement" sheet (annex 1).

September. Even if the workshop is only to be given in the winter or spring, it is very important to make the first contact as early as possible. Presenting this workshop will require acceptance by school administration, which may take some time.

Keep in mind that the school year runs from September to June, including two weeks off for the holidays in December/January and one or two weeks off, depending on the school, for March break.

### **CONTACT THE IDENTIFIED HIGH SCHOOL**

#### **Which school to approach?**

It is always easier to contact schools where you already have a connection, particularly if you or someone you know works at or attends the school. Otherwise, approach a school in your neighbourhood or local area.

#### **When to contact a school?**

The best time to get in contact with a school is a few weeks after the beginning of the school year, around mid to late

#### **Who to approach within the school?**

Unless you already know a staff member, the guidance counsellor is usually the person you should address your request to for presenting the workshop at the school. Introduce your organization, explain the project and discuss the possibilities of presenting the workshop within a classroom of lower grades (grade 7-8). Give the school contact person an approximate date when the workshop could be given, as well as the required amount of time.





## REACH AN AGREEMENT

Normally, the school contact person will verify with the school administration to determine whether they agree to this workshop. He/she will then speak with the teachers to see if one would be willing to have the workshop presented during his/her class. This workshop fits well within such classes as civic responsibility or ethics and moral instruction.

Once an agreement is reached, discuss the “Terms of agreement” sheet (annex 1) with the school contact person. Discuss potential dates and times for the workshop. Avoid choosing an early morning time because it is often too early for seniors, and avoid late afternoon because the students might be tired. A mid to late morning class is ideal.

## RECRUIT TWO VOLUNTEERS

### How to recruit the volunteers?

The volunteers will be responsible for leading the workshop, and are therefore referred to as group leaders in other sections of the manual.

Your community organization probably already has a volunteer list, from which you can contact potential volunteers. Otherwise, you can post announcements on your organization’s website and/or let partner organizations know about the volunteering opportunity you are offering to seniors.

Reasons used to convince someone to be engaged in this project can include: opportunity for interacting with teenagers and other seniors, opportunity for developing or practicing leadership and communication skills and opportunity for being an ambassador for the senior population.

### How to select the volunteers?

As mentioned previously, the workshop is meant to be led by seniors. The commitment of two volunteers is highly recommended for logistical purposes. For example, it saves time by having one person talking while the other prepares the materials and it allows the volunteers to take turns in doing the tasks. It is also helpful if at least one volunteer has previous experience as a group facilitator or working with teens. Both volunteers must be available to attend a 2-hour orientation session before the workshop.

## **READ AND SIGN THE “TERMS OF AGREEMENT” SHEET (ANNEX 1)**

Everyone involved in the organization of the workshop should understand and sign the “Terms of agreement” sheet. This includes the school contact person, the teacher who agreed to have the workshop presented in his/her classroom, the person responsible from your organization and the volunteers.

When you get the confirmation from the school about the logistical details of the workshop, ask the school contact person to complete the “School information” section of the “Terms of agreement” sheet. When he/she gives it back to you, keep the original and make copies for the school and for the volunteers.

## **ASSEMBLE THE WORKSHOP MATERIALS**

Go through Section 4 of the manual.

Find the materials needed or buy them if necessary (most of the items can be found at the dollar store).

Organize the material as indicated in Section 4.

Make copies of the student handout.

## **ORGANIZE A 2-HOURS ORIENTATION SESSION FOR THE VOLUNTEERS**

Set a date where both volunteers can attend together.

During the orientation:

- ☐ Review the “Terms of agreement” sheet.
- ☐ Review the manual with the volunteer:
  - present the objectives of the project
  - clarify the volunteers’ roles,
  - point out the important concepts (for the volunteers as well as for the teens),
  - insist on keeping track of time and give the volunteers tips for leading a workshop with teens.
- ☐ Have each volunteer practice facilitating sections of the workshop.
- ☐ Work with the volunteers to determine the role of each leader. It is very important that they are clearly defined, as it will help the workshop process.
- ☐ Hand out the materials required for the workshop.
- ☐ Remind the volunteers of the date and time of the workshop and how to access the school.

## Section 3

# WHAT IS THE ROLE OF THE GROUP LEADER?

**Sections 3 to 6 directly address the volunteers who have agreed to take on the role of group leaders. As the group leader, you will have to lead a 60-minute workshop in front of a class of  $\pm$  30 high school students. This section will guide you through your specific tasks and responsibilities.**

### THE GROUP LEADER'S RESPONSIBILITIES

#### Before the workshop

Before going into the class, it is important to be prepared and to become familiar with the workshop content. While you have attended a training session for this purpose, it is equally important to reserve some time to go through the manual on your own. This will certainly alleviate some stress and will ensure that the workshop runs smoothly.

Since you will probably be paired with another volunteer, it helps to define in advance who will be responsible for what. You may choose to take turns leading the different activities or to be assigned to specific tasks within each activity.

The required material for the workshop (see section 4) will be provided to you with this manual. However, it is always a good idea to verify that you have everything. If something is missing, you should inform the person responsible of the organization you are volunteering for.

#### The day of the workshop

Bring the materials that were handed out to you during the orientation session as well as the workshop manual.

Make sure you arrive 15 minutes before the scheduled time. You will meet the school contact person at the main office, unless otherwise specified.



## **During the workshop**

Leading a 60-minute workshop involves several tasks. Once in the classroom, you may want to:

### ***Create a respectful non-judgmental climate***

The participants should feel comfortable sharing their ideas and experiences in front of their peers. To ensure students are respectful towards you and towards each other, set functioning or housekeeping rules from the beginning. Enlist the teacher's help by reinforcing the classroom norms when a student wants to talk or ask a question. In the same way, when a student makes a comment, listen carefully.

Also, it is important for the students to see your role as a person coming to share his/her experience with the students and who wishes to bring the two generations closer. In that way, express how their behaviours make you feel rather than blaming them for it during the workshop. For example, do not say: "All teenagers make a lot of noise and speak loudly on their cell phone". But rather say: "When there is a lot of noise, it makes me feel nervous". They will certainly want to share experiences with you as well, so keep an open mind and see what you can get from this intergenerational exchange.

### ***Involve students in the animation of the workshop***

Involving students in the animation can be done in many ways. For example, have a student hand out the sheets or materials for you when needed. Another student could be designated as the timekeeper to make sure the discussions do not last too long. Try to choose someone different for each role to involve as many students as you can.

### ***Introduce the activity and give instructions***

While you are doing so, students should pay attention to what you are saying. Keep this part brief and concrete to reserve more time to conduct the activity. However, do not be afraid to take the time to clarify or rephrase the instructions if needed.

### ***Encourage participation***

Have the students work in small groups, especially for activities involving discussions and sharing ideas. Introducing a competitive or a reward-driven component can also motivate the students to participate. If you find someone doing something not related to the workshop, gently approach the student and bring him/her back to the required task by asking his/her thoughts on the topic being discussed.

### ***Facilitate group discussions***

All activities involve a discussion portion. Facilitating group discussions involves asking questions, encouraging responses and giving people the opportunity to express themselves. It requires good communication skills, including strong listening skills. To make it easier, some tips are included in section 3.2. about facilitating group discussions and important aspects to take into account when interacting with teens.

### ***Watch the time***

Try to keep a close watch on the timing of the activities. In order to foster good collaboration, it is important to respect the time allowed by the school for this workshop. In addition, students may lose interest if the activities extend for too long.

### ***After the workshop***

If there is time left after the workshop, you can use it to get the students' feedback on the workshop. If not, simply ask the teacher about his/her thoughts before leaving. You can ask simple questions such as:

- ▣ What part of the workshop did you like the most?
- ▣ What would you change about the workshop?

Report the feedback received to the person responsible of your community organization.

Bring the materials back to your community organization.

## **TIPS FOR LEADING A WORKSHOP WITH TEENS**

### **Getting students' attention**

At the beginning of the workshop, inform the students of the signal telling them you will need their attention. For example, you can close the lights or make an alarm clock ring.

Wait for complete silence before giving any instructions and make sure the students are listening to you.

If you realize it takes too much time to get the students' attention every time, you can communicate your intention to speak to the teacher. He/she usually already has efficient ways to get the attention of the students.

### **Giving instructions**

When giving instructions, it is important to tell the students how long they will have to do an activity before they actually do it. In the same way, let them know beforehand what they will be asked to do after the time has elapsed. For example: You will have 5 minutes to try this activity. Afterwards, you will come back to your seat and we will ask you to describe what you observed during the activity.

When the time limit is almost over, ask the students if they need more time, and remind them about the amount of time left.

## Getting students' participation and interest

Make sure you start the workshop by asking the students questions rather than giving them a speech. If they feel they are being lectured, students will lose interest from the start and it will be very hard to recover that interest during the rest of the workshop. On the other hand, if they are actively engaged from the beginning, they will more readily participate during the workshop.

When you ask the class a question, wait a few seconds before starting to talk again. It is common for everyone to take the time to think of an answer before showing the desire to share it and some take longer than others to think their answers through.

Use humour, vary the tone of your voice and speak loudly. Students tend to engage more when a leader is energetic, dynamic and humorous.

Try not to stand still in front of the class. You can choose to sit on a chair, on the desk or to move around to make the workshop more informal.

## Responding to students' questions and comments

Before responding to a student, say "thank you for your question/comment" rather than "very good". It avoids making a judgment that the student could take personally.

Talk to and with the students, rather than "at" them. They will feel more comfortable sharing ideas with you if they perceive you to be on the same level.

Listen to their ideas and concerns and validate them. Even if you do not agree, acknowledge the fact that people have different opinions without confronting or trying to convince them.

It is possible that you might not have the answers to their questions or comments. In that case, you may want to tell the students that you will get the answer to the teacher at later time. You can also ask for another student's opinion. For example, ask: How would you answer your classmate? Does anyone else have the same opinion?



### Being assertive

If you did not understand a comment made by a student, ask him/her to repeat it more slowly or louder.

Ask the teacher to help you maintain order in the class.

If you feel students are getting impatient, expect that they respect your rhythm and ask for their patience. Interacting with you through this workshop is also part of learning to live at the slower pace of seniors.

### FREQUENTLY ASKED QUESTIONS AND CONCERNS OF STUDENTS

Teens are quite creative and can come up with very good questions. As a group leader, it is sometimes hard to think on the spot about the best way to answer their questions or concerns. This section will help you to answer some of the questions or concerns that may arise at anytime during the workshop.

#### **Sometimes, I don't want to be courteous because I am in a bad mood.**

It is understandable if you don't feel like smiling and greeting everyone on your way when you are preoccupied with any number of things. However, being courteous should not be a question of mood but rather a question of respect. For example, even if you are in a bad mood, you are still expected to show respect to your teacher. It is similar when interacting with others on the bus.

#### **I am afraid that people will get insulted if I offer them my seat.**

It is the gesture that counts the most. Offering your seat doesn't have to imply "I think you look old". It is a way to be nice to others and to show that you respect them. Offer it, and if the person doesn't want to sit, you can't be blamed. You are always better safe than sorry. If they ask you "do I look that old?", you can answer "no," but that they look older than you!



**Why should I give up my seat to other people? There are seats available at the back of the bus.**

Remember that seniors can have mobility problems, making it more difficult or painful for them to walk. If the closest seat from the door of the bus is available for the senior, it avoids them the trouble of having to walk even more or standing up when the bus starts to move. That is why it is preferable that you, who have no difficulty walking, rather than the senior, move to the seat at the back of the bus. It also makes getting off the bus easier, speeding up the travel time for everyone.

**How do I know that a person has, for example, a visual or hearing impairment just by looking at them?**

Unless the person tells you, it is sometimes hard to determine if someone has an impairment. If you think the person needs help, it is better to ask and offer your help. As the risk of suffering from health conditions or impairments increases with age, there is a good probability that this person would benefit from you being considerate towards him/her.

**How do I know if a senior needs my assistance when I am using public transportation?**

If you happen to see seniors but you are not sure whether they would need assistance, the best thing is just to ask them. It could be that they have been sitting for three hours and that they prefer standing or that it is their personal challenge to carry their items by themselves. If you never ask you will never know.

**What do you mean by “offering help to seniors”?**

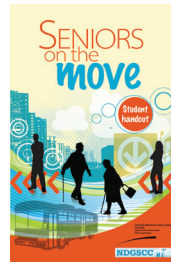
There are many things you can do to help seniors when taking public transportation. You can offer them your arm as a support when they cross the street, ask the bus driver to wait for a senior who is taking a bit more time, offer your seat to a senior, offer to carry items for them, allow seniors to get on the bus before you so that they don't have to wait while standing up longer, etc.



# Section 4

## LIST OF MATERIALS REQUIRED

This is a suggested list of materials that will be helpful when leading the workshop. Make sure you have everything for the day of the workshop.



1 student handout per student

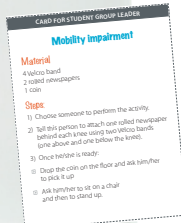
1 sealable plastic bag containing:

1 “mobility impairment” task card (annex 3)

4 velcro bands

2 rolled newspapers

1 coin



1 sealable plastic bag containing:

1 “visual impairment” task card (annex 3)

1 pair of glasses dirtied with Vaseline

1 bus schedule



1 sealable plastic bag containing:

1 “loss of finger sensitivity” task card (annex 3)

1 pair of large gloves (latex free in order to avoid allergic reactions)

1 old wallet containing a few coins



1 television or projector with DVD player (provided by the school)

OR

1 sealable plastic bag containing 6 interview questions (annex 4)

AND

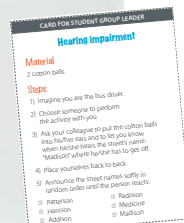
Accessories for a realistic interview (e.g. 1 small notebook, 1 pen, 1 fake microphone, 1 cane)



1 sealable plastic bag containing:

1 “hearing impairment” task card (annex 3)

2 absorbent cotton balls



# CONCEPTS AND ISSUES

**This section provides background information about important concepts and issues discussed throughout the workshop.**

## CHARACTERISTICS OF SENIORS' MOBILITY

In general, seniors have different mobility as compared to the rest of the population. While their preferred and main mode of transportation is the car, only 48% of seniors in Montreal have a driving license (6). Among the travels done by car, seniors drive for 73% of the time and are passengers for 27% of the time (7). However, many seniors do not have access to car. In 2003, 18% of people aged 65 years and over were living at home without a car; this proportion rose to about 50% for people aged 85 years and over (8).

Following the car, the main transportation options for seniors in Montreal are public transportation and walking. Taxi, adapted transportation and other modes of transportation are used to a much lesser degree, representing only 1.5%, 0.6% and 0.8% respectively, of all travels made by seniors in one day (7).

In addition to the mode of transportation chosen, seniors' travels within the city have particular characteristics. The distances travelled tend to be shorter than the rest of the population and they tend to shorten with age. For people aged 40 years, the number of kilometres travelled per day is around 30 km (8). This number goes down to 19 km for people aged 65 years and over and to 11 km for people aged 85 years and over. Seniors prefer to travel during off-peak hours when 61% of the daily travels are made (7). The most popular reasons for seniors' travels are shopping, recreational activities, work or studies, health care visits and visits to friends and family (7).

## Main issues affecting seniors' mobility

Despite the fact that seniors are now living longer and a lot of them are in good health overall, some of them do experience limitations which influence their community mobility. Functional changes occurring with age include (9):

- ▣ Changes in visual and hearing acuity
- ▣ Decline in flexibility
- ▣ Decline in reflexes
- ▣ Decline in muscle strength, endurance and speed of execution
- ▣ Decline in fine motor control
- ▣ Decline in cognitive function such as memory, reasoning and abstract thinking.

In 2001, 101,190 seniors in Montreal declared having at least one disability that impacted the amount and type of activities they can engage in (difficulty seeing, hearing, communicating, walking, bending down or other similar activities) (6). These disabilities impact seniors' mobility, in part, by reducing their ability to drive and to travel independently.

In addition to these factors limiting seniors' mobility, financial resources are also a determinant of accessible transportation options. Not all seniors in Montreal have the financial resources to own a car, given that more than 80,200 seniors are living below the poverty line (10). When access to a car becomes restricted, seniors have to rely on other available modes of transportation such as public transportation.

## SENIORS AND PUBLIC TRANSPORTATION

While public transportation is the second main mode of transportation used by seniors, it is used only for 18% of all travels made by seniors in Montreal (6). 38% of the senior population in Montreal uses public transportation on a regular or occasional basis (6). Concerning the average distance travelled using public transportation, it is usually shorter for seniors (5 km) than for the general population (7 km) (7). When this mode of transportation is used, seniors prefer buses to the metro. According to the 2009 report of the Table de Concertation des Aînés de l'Île de Montréal (TCAIM) on seniors' mobility issues, this could be explained by the fact that “the physical efforts required to use the metro (numerous stairs, long walking distances between station entrances and boarding platforms, etc.) and perceived safety represent obstacles to more regular metro use for a number of seniors” (6).



## Main issues experienced by seniors when using public transportation

While public transportation is used daily by the average student and urban worker, it is not usually the case for seniors, as demonstrated by the numbers above. Many reasons explain why seniors do not use public transportation as much as the general population. Mainly, public transportation represents a very complex environment that is not considered age-friendly, i.e. it does not take into consideration the abilities, the preferences and the needs of seniors. In fact, taking public transportation requires performing a series of tasks that can be difficult to

accomplish for a person experiencing sensory, mobility or functional limitations. Some of the issues experienced by seniors with regards to public transportation can be categorized according to: bus characteristics, transportation system characteristics, passengers' behaviours, drivers' behaviours, seniors' personal safety concerns and difficult tasks related to public transportation. These categories of issues, as shown on the next page, were inspired by the literature review of Broome et al. (2009) on this topic (11).



## MAIN ISSUES EXPERIENCED BY SENIORS USING PUBLIC TRANSPORTATION

### BUS CHARACTERISTICS

- ☒ Steps at entry
- ☒ Lack of access ramps
- ☒ Lack of space for walking aids
- ☒ Ring to make the bus stop inappropriately located

### SENIORS' PERSONAL SAFETY CONCERNS

- ☒ Fear of being a victim of crime or aggression
- ☒ Fear of going out alone
- ☒ Fear of falling
- ☒ Fear of being pushed or hurt

### TRANSPORTATION SYSTEM CHARACTERISTICS

- ☒ Infrequent or inconvenient schedules
- ☒ Unreliable service
- ☒ Service not accessible enough at destinations for seniors
- ☒ Lack of connections
- ☒ Lack of information about schedule changes

### SOME PASSENGERS' BEHAVIOURS

- ☒ Sometimes discourteous behaviours
- ☒ Crowded environment
- ☒ Being noisy
- ☒ Pushing at bus stop

### SOME DRIVERS' BEHAVIOURS

- ☒ Sometimes discourteous, uncooperative
- ☒ Accelerating before passenger has time to sit down
- ☒ Stopping too far from the sidewalk
- ☒ Driving abruptly

### DIFFICULT TASKS RELATED TO PUBLIC TRANSPORTATION

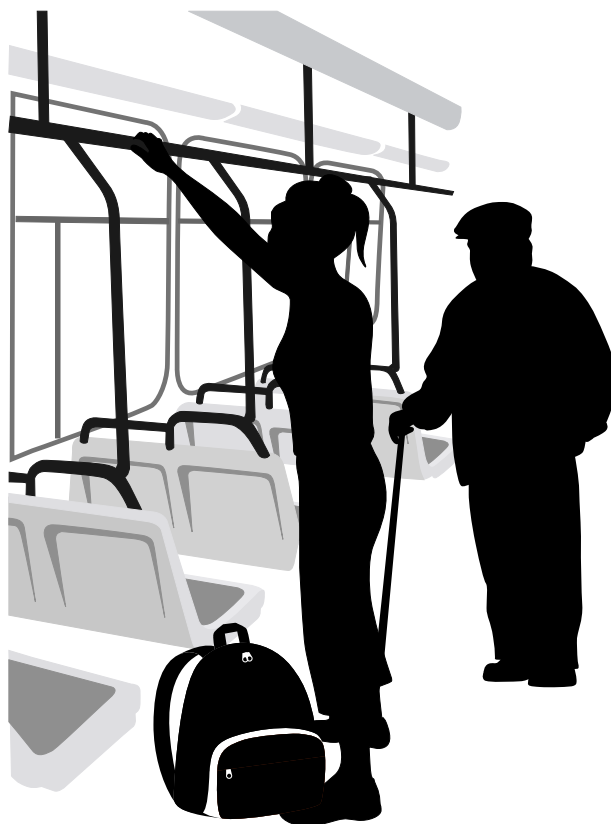
- ☒ Waiting while standing up for a long time
- ☒ Standing up in a moving vehicle
- ☒ Walking over long distances
- ☒ Opening the metro station door
- ☒ Going up and down many stairs to take the metro
- ☒ Finding a seat before the bus accelerates
- ☒ Getting on and off the bus
- ☒ Carrying items
- ☒ Planning the trip (knowing which bus to take, when to ring the bell, where to get off, etc.)
- ☒ Reading schedules often written in small font

## TEENS AND PUBLIC TRANSPORTATION

Like seniors, a number of factors restrict teenagers' ability to travel independently. The most obvious one is the fact that they are subject to driving age regulations. In Quebec, the legal age for having a driving license is 16 years old, meaning that before this age, teens depend on their parents or other adults to travel by private vehicle. As teenage years are usually characterized by a desire for increased independence, public transportation can be seen as an attractive and, sometimes, the main solution for teens. However, the use of this type of mode of transportation is also greatly influenced by parental safety concerns and travel costs (12).

Public transportation is often used with the accompaniment of parents or adults until the age of 11 or 12 (13). This could be explained by the fact that most of the trips before this age are school-related and mainly made by school bus, by car or on foot. At around 12 years old, teens start to use public transportation without adults, mostly with friends or alone. They also start to use it more often during the weekends and evenings (13).

While the characteristics of mobility for teens and seniors are different, both populations face challenges that restrict their ability to travel across the city to where and when they want. This leaves them both with few choices other than public transportation.



## COURTESY IN PUBLIC TRANSPORTATION

### What is courtesy?

Courtesy is defined as “the showing of politeness in one’s attitude and behaviour toward others” (2). It also means to treat others with respect equal to how one would like to be treated. While many people may feel that courtesy is becoming rare these days, its importance needs to be highlighted. Courtesy is a way to show respect and consideration to others and to make it possible for people to get along. Simple gestures such as listening to a friend talking, thanking a colleague, helping a family member or greeting a stranger are examples of courteous acts.

### Demonstration of courtesy in public transportation

In addition to being identified as an age-friendly feature of transportation, passengers’ courtesy has direct implications for public transportation. Due to the fact that people are sharing the same environment, rules of conduct must be respected in order for all passengers to have an enjoyable experience on the bus. There are many ways to show courtesy when using public transportation. Here is a non-comprehensive list of courteous behaviours to adopt when using public transportation:

### Example of courteous behaviours

- ☑ Giving up a seat to an older person, a pregnant woman or a person with a disability
- ☑ Respecting priority seating
- ☑ Assisting someone to get on/off the bus
- ☑ Removing a backpack from the shoulders
- ☑ Keeping conversation volume down
- ☑ Moving to the back of the bus/metro to allow other people to get on
- ☑ Avoid pushing other people in the bus or while waiting at the bus stop/metro station
- ☑ Presenting excuses if accidentally pushing someone
- ☑ Keeping the volume of personal music players inaudible to other passengers
- ☑ Throwing out waste in the appropriate locations
- ☑ Taking only one seat and holding personal items on the lap
- ☑ Avoiding obscenities and swearing
- ☑ Standing back from the door
- ☑ Avoiding blocking the entry/exit door or circulating areas

The importance of courtesy takes on a particular meaning when one is aware of the limitations seniors may face in their daily life and when one relates them to the demands of navigating through the public transportation system.

# FOR FURTHER INFORMATION...

## CITED REFERENCES

- (1) Suen, L., & Mitchell. (2000). Accessible Transportation and Mobility. In Transportation in the New Millennium, Transportation Research Board, National Research Council, Washington, D.C. Retrieved on April 9th, 2012, from URL: <http://www.national-academies.org/trb/publications/millennium/00001.pdf>.
- (2) Oxford Dictionaries. "Courtesy". [cited on February 27th, 2012]. Available from URL: <http://oxforddictionaries.com/definition/courtesy>
- (3) World Health Organization (2007). *Global Age-friendly Cities: A guide*. (pp 20-29). Geneva: World Health Organization.
- (4) Broome K., Worrall L., McKenna K., Boldy D. (2010). *Priorities for an Age-Friendly Bus System*. Canadian Journal on Aging/La Revue canadienne du vieillissement. 29(03):435-44.
- (5) Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, p. 179-211.
- (6) Table de concertation des aînés de l'île de Montréal (2009). *Les moyens de transport et la mobilité des aînés montréalais : intervenir face au vieillissement de la population*. Montréal : Table de concertation des aînés de l'île de Montréal. p. 99
- (7) Agence Métropolitaine de Transport. (2003). Origin-Destination survey 2003. *Mobility of persons in the Montreal metropolitan region*. pp. 4-8. / Data Analysis AMT.
- (8) Morency C. & Chapleau R. (2007). *Mobilité changeante des personnes âgées dans une région urbaine: 15 ans d'observation à Montréal*. Department of Civil, Geological and Mining. École Polytechnique de Montréal. Lecture presented as part of Transed / TRANSED 2007 - International Conference on Mobility and Transport for Elderly and Disabled.



- (9) Public Health Agency of Canada. (2011). The Seniors' Audience: Large, Growing and Diverse. Retrieved on April 9th, 2012, from: <http://www.phac-aspc.gc.ca/seniors-aines/publications/public/various-varies/afcomm-commavecaines/3-eng.php>
- 10) St-Arnaud-Trempe, E., Montpetit, C., Direction de santé publique & Agence de la santé et des services sociaux de Montréal (Québec). Secteur surveillance de l'état de santé à Montréal (2008). *Vieillir à Montréal: Un portrait des aînés*. Montréal: Direction de santé publique, Agence de la santé et des services sociaux de Montréal.
- (11) Broome, K., McKenna, K., Fleming, J., & Worrall, L. (2009). Bus use and older people: A literature review applying the Person–Environment–Occupation model in macro practice. *Scandinavian Journal of Occupational Therapy*, 16(1), 3-12.
- (12) Cain, A., Hamer, P., Perone, J. S. (2005). *Teenage attitudes and perceptions regarding transit use* (D. o. Transportation, Trans.) (pp. 69). Tampa: National Center for Transit Research at the Center for Urban Transportation Research.
- (13) Stafford, J., Pettersson, G., Young, H., Mather, A. (1999). *Young people and crime on public transport report*. Department of the environment, transport and the regions.

## ADDITIONAL REFERENCES

Pickut, W. (2011). Top ten problems the elderly face with transportation.

Retrieved March 7th, 2012, from: <http://www.livestrong.com/article/358682-top-ten-problems-the-elderly-face-with-transportation/>

Groupe Transport en Commun. (n.d.). Permis mobile: Campagne de sensibilisation à la mobilité durable. Disponible au <http://www.permismobile.be/> (FRENCH ONLY)

SNCF. (2011). Éducation et Sociétal. Retrieved on March 7th, 2012, from:

<http://www.sncf.com/#/CH0006/BR1255/> (FRENCH ONLY)

Siskin, L., Gintis, V. (2010). Top Ten Tips for Facilitating Groups of Teens. Retrieved

on April 9th, 2012, from: [http://www.jfunders.org/\\_data/n\\_0001/resources/live/TopTenTipsforFacilitatingGroupsofTeens.pdf](http://www.jfunders.org/_data/n_0001/resources/live/TopTenTipsforFacilitatingGroupsofTeens.pdf)

## Section 6

# STEPS TO LEAD THE WORKSHOP

**This workshop is structured with different activities. Each activity has specific objectives, a specific format and includes a discussion portion. This section provides guidelines on how to lead the workshop and present each activity.**

### IN PREPARATION FOR THE WORKSHOP

- ▣ Assemble the material listed in section 4.
- ▣ Write the theme “*Courtesy towards seniors*” on the blackboard.
- ▣ Ask the teacher to set up and test the video to make sure it works.
- ▣ Distribute the student handout to all students.
- ▣ Tell them not to fill it out right now, as the activities will be done together.

## Introduction



5 min

### Group leader A

Start by briefly introducing yourself and your co-leader.

Describe the main objectives of the workshop:

- ▣ To raise awareness of teens to why seniors may find the experience of taking public transportation challenging.
- ▣ To find ways to improve seniors’ experiences when using public transportation through courteous behaviour.

Give the students a general outline of the workshop.

State the length of the workshop (60 minutes).

### Ask the students:

- ▣ What is your definition of courtesy?
- ▣ What is your definition of a senior?

### Group leader B

Write students’ answers on the blackboard.

### Group leader A

Summarize what the students mentioned and link it to the definition “*Courtesy is the showing of politeness in one’s attitude and behaviour toward others*” (Oxford dictionary definition).

### Tell the students:

Before going into any more depth on the subject, I would like to know if being courteous towards seniors is important to you.

# Courtesy, important or not?



## Objective

This activity will allow students to discuss the importance of courtesy.

### Matériel

Student handout, p. 1

## Introduction to the activity

### Group leader A

#### State the name of the activity:

Courtesy, important or not?

#### State the objective of the activity:

To discuss the importance of courtesy.

## Instructions

### Group leader A

Ask the students to look at the handout on p.1, on which they will find a scale from 1 to 10.

On the scale presented, tell the students:

- ▣ Indicate the degree to which courtesy towards seniors is important to you. The number 0 means that it is “not important at all” and the number 10 means that it is “very important” to you.

Give the students 10 seconds to circle the number in their booklet.

## Reflection on the activity

### Group leader A

**Repeat the instructions given for this activity:**

- ▣ You were asked to circle the number representing the degree to which courtesy towards seniors is important to you.

**Ask the students:**

- ▣ Did anyone write 1, 2 or 3?

**If no one did, ask them:**

- ▣ Did anyone write 4, 5 or 6?

**When students raise their hands, ask them:**

- ▣ Why have you not chosen 0?

## Conclusion of the activity

### Group leader A

At the end of the discussion, summarize the positive reasons stated by students.

Link them to a daily life situation to which the students can relate personally, for example:

Imagine how you would feel if no one was courteous towards you, if you had a rough day and wanted some quiet and someone was nagging you about your backpack.

### Group leader B

When the group leader A is getting to the conclusion, prepare the material for the next activity.

## What if...

**Someone says 0 (i.e. it is not important at all)?**

Ask the student:

- ▣ What would it take for you to think it might be even just a little important, i.e. for you to go from 0 to 1?

**Everybody selects 7 or higher (i.e. it is already very important to all of them)?**

Ask the students:

- ▣ What would you say to someone from another class who says that courtesy is not important at all?

**IMPORTANT:** During this discussion, it is very important that students provide positive arguments. The idea behind this exercise is that when providing positive reasons for not choosing 0, students may realize it is more important than it had initially seemed to them. If students provide negative reasons like: "I put an 8 instead of a 10 because sometimes I don't feel like being courteous...", insist that they answer the original question: "why have you not chosen 0?" or "tell me why courtesy is even a little bit important to you?".

# Experiencing life as a senior

 20 min

**IMPORTANT:** This activity will require the teacher's assistance.

## Objective

This activity will allow students to appreciate the effects that age-related changes in sensory-motor function may have on accomplishing daily activities and to experience the feelings created by those changes.

## Material

4 sealable plastic bags containing the materials described in section 4.

## Introduction

### Group leader A

#### State the name of the activity:

Experiencing life as a senior

Link the activity to the previous one:

- ▣ In the previous activity, you stated reasons why it was important to be courteous towards seniors. But in order to understand what difficulties seniors can have and how courtesy can facilitate their experience in public transportation, sometimes, you need to experience it.

#### State the objective of the activity:

To experience the feelings created by age-related changes in sensory-motor function.

## Instructions

### Group leader A

#### Explain the entire activity to the students before distributing the materials:

- ▣ This activity will allow the class to experience 4 types of impairments: visual impairment, hearing impairment, mobility impairment and loss of finger sensitivity.
- ▣ We will divide the class into 4 groups (or as many sealable plastic bags you have) and each group will work together and experience a different impairment.
- ▣ We will distribute 1 sealable plastic bag containing materials and a task card to each group. On the card, you will find instructions about how to use the materials and instructions for a specific task to do.
- ▣ Within each group, you will have to identify a leader. This student leader will read the card and another will use the materials and follow the instructions on the card.
- ▣ The rest of the group will observe and one student will report his/her observations to the whole class afterwards.

Let the students know that they will have 7 minutes to get into their groups and to try the activity. They will have to come back to their seat after.

## During the activity

### Group leader A and Group leader B

After providing all instructions, hand out the materials to each group.

Walk around the class and make sure the students are following the instructions. It will be helpful if the teacher collaborates and does the same as you.

When 5 minutes have passed, go around to each group and let the students know that they only have 2 minutes left.

### Group leader B

When 7 minutes have elapsed and everybody is done, ask the students to put the materials back in the bags and to give them back to you and to your co-leader. The collaboration of the teacher is particularly helpful at this time.

Ask them to return to their seats.

Collect the materials and put them away.

## Reflection on the activity

### Group leader A

**Remind the students of the goal of the activity:**

- ☑ Each group had the chance to experience a different impairment.

**Ask 1 or 2 students in each group to report his/her observations:**

- ☑ What was the impairment experienced in your group?
- ☑ What did you observe?

**Ask the students who experienced the impairment:**

- ☑ How did you feel while trying to accomplish the task?

Provide a short explanation about the consequences of the impairments. You can find examples of the implications of impairments when using public transportation in the following table.

### SUGGESTIONS FOR THE GROUP LEADERS

You can suggest that students compound limitations so that, for example, someone experiences both a visual and mobility impairment. Bear in mind the safety and timing aspects of this activity, while ensuring that they are focused on the task at hand.

## SOME IMPAIRMENTS AND THEIR IMPLICATIONS IN PUBLIC TRANSPORTATION

IMPAIRMENT	CONSEQUENCES	SOME OF THE IMPLICATIONS WHEN USING PUBLIC TRANSPORTATION
Hearing impairment	<ul style="list-style-type: none"> <li>Difficulty in communicating</li> <li>Difficulty distinguishing sounds</li> <li>May lead to social isolation</li> </ul>	<ul style="list-style-type: none"> <li>Feelings of aggression and confusion in noisy environment</li> <li>Difficulty having a conversation on public transportation</li> <li>Difficulty hearing important instructions</li> </ul>
Visual impairment	<ul style="list-style-type: none"> <li>Difficulty reading</li> <li>Difficulties distinguishing contrasts</li> <li>Difficulty perceiving depth and distances</li> <li>Increased sensitivity to light</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty reading small characters on a bus schedule</li> <li>Difficulty accessing visual information for navigation (bus stop, street names, etc.) leading to disorientation</li> <li>Difficulty evaluating height of steps</li> <li>Difficulty seeing objects on the floor increasing risk of falling</li> </ul>
Physical impairment	<ul style="list-style-type: none"> <li>Pain and difficulty moving</li> <li>Decreased ability to walk</li> <li>Increased need for walking aids</li> <li>Decreased flexibility</li> <li>Decreased muscle strength and endurance</li> <li>Decreased speed of movement</li> <li>Decrease of fine motility</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty manipulating small objects such as money, bus pass or tickets</li> <li>Difficulty carrying items</li> <li>Difficulty standing for a long time while waiting for the bus</li> <li>Difficulty going up and down the steps for the metro or bus</li> <li>Difficulty standing up in a moving vehicle</li> <li>Need execute movements slowly</li> <li>Difficulty getting up from a seated position</li> </ul>
Balance impairment	<ul style="list-style-type: none"> <li>Increased risk of fall</li> <li>Increased fear of falling</li> <li>Dizziness</li> <li>Disorientation</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty remaining steady in a moving vehicle</li> <li>Difficulty remaining steady when being pushed</li> <li>Increased fear of falling</li> <li>Increased risk of fall</li> </ul>

## Conclusion of the activity

### Group leader A

At the end of the discussion, summarize the main elements of the discussion and what they should remember:

- ☐ Not all seniors have the same level of impairment.
- ☐ Some impairments cannot be seen on the exterior.
- ☐ Other impairments exist but have not been discussed.
- ☐ It is important to be sensitive to seniors' needs.

Link them to a daily life situation to which the students can relate personally, for example:

- ☐ Some of these limitations may have already happened to you. For example, you twisted your ankle while playing basketball. The issue for seniors is that these limitations are permanent and it is more difficult for them to compensate for those limitations.

### Group leader B

When group leader A is getting to the conclusion, ask the teacher to prepare the video for the next activity.



# The main issues faced by seniors when taking public transportation

 15 min

## Objective

This activity will give students a better understanding of the main issues faced by older people on public transportation. They will also be more aware of how their behaviour can impact the well-being of seniors.

## VIDEO OPTION

### Material

Projector with sound  
(provided by the school)

Video “Seniors on the Move”  
on DVD provided

Student handout p. 2

## INTERVIEW OPTION

(This is a variation of the activity when the video is not used.)

### Material

1 sealable plastic bag containing  
6 interview questions (annex 4)

Accessories for a realistic interview  
(e.g. 1 small notebook, 1 pen,  
1 fake microphone, 1 cane)

## Introduction to the activity

### Group leader A

#### State the name of the activity:

The main issues faced by seniors when taking public transportation

#### Link the activity to the previous one:

In the previous activity, you got to experience some of the functional limitations seniors can face. However, when taking public transportation, some limitations can be results related to other peoples' behaviour, which you will discover in this video/interview.

#### State the objective of the activity:

To understand the main issues faced by older people when using public transportation and understand how passengers' behaviour can impact their well-being.

## VIDEO OPTION

### Instructions

#### Group leader A

Ask the student to refer to their handout on p.2, where they will find a diagram to complete. Each bubble represents categories of factors that can make public transportation difficult for seniors.

Tell them to pay attention to the video and to write down the public transportation issues mentioned in the correct category on their handout.

Start the video or ask the teacher to do it (2 minutes).

## INTERVIEW OPTION

#### Group leader B

While group leader A is introducing the activity and providing instructions, prepare the material and the accessories necessary for the interview.

Try to act as a frail, elderly person.

### Instructions

#### Group leader A

Ask the students to refer to their handout on p. 2, where they will find a diagram to complete. Each bubble represents a category of factors that can make public transportation difficult for seniors.

Ask a student to come in front of the class and play the role of an interviewer.

Give the student a fake microphone or a pen and a notebook.

Ask the rest of the class to pay attention to the interview and to write down the public transportation issues mentioned in the correct category on their handout.

## Asking questions

### Group leader A

Tell the student to ask a question out loud to group leader B about his/her experience using public transportation. Encourage the student to come up with a question on his/her own. If the student is looking for ideas, ask him/her to pick a question from the bag.

Once group leader B is done answering the question, ask another student to come to the front and ask another question. Repeat until 4 to 5 questions have been asked.

If, after 4 questions, you realize that the topic of teens' behaviour has not been mentioned in the interview, suggest to the last student that he/she ask a question about it.

**IMPORTANT:** If students tend to ask questions on the same topic, suggest other topics that could be explored: issues related to teenagers' behaviour, bus/metro drivers, transportation system or personal safety concerns.

## Answering the questions

### Group leader B

Briefly answer the question asked by the student.

Place emphasis on how the issues mentioned influence seniors' sense of comfort and security.

Here are some suggestions for answering the questions provided in the bag (annex 4):

#### **How do you feel about riding buses when there is a group of teenagers?**

- ❑ Uncomfortable because they sometimes make a lot of noise.
- ❑ Nervous because they could knock me down anytime with their backpack.
- ❑ Insecure because I am not sure how they would react if I ask for their seat.
- ❑ In your opinion, what does it take to be a senior-friendly bus driver?
- ❑ Patience because it is very helpful when the driver waits until I am seated before accelerating.
- ❑ Awareness because drivers might not be aware of how difficult it may be for a senior to take public transportation.

### **What would you change about the structure of buses/metro?**

- ☐ Provide all buses with a floor that lowers because it would allow me to get on the bus more easily.
- ☐ Increase the number of access ramps so that if I cannot sit down, at least I have something to hold on to.

### **How often do you take the bus/metro? Why not more?**

- ☐ The bus doesn't go to my regular destinations like the medical clinic or the shopping mall.
- ☐ The bus stop is located too far from my house and therefore requires walking a long distance.
- ☐ There are so many steps in the metro station, it is exhausting.

### **What passengers' behaviours would make your experience in public transportation negative or positive?**

- ☐ A passenger or his/her belongings blocking the aisle (negative).
- ☐ A passenger making a lot of noise (negative).
- ☐ A passenger offering me a seat (positive).
- ☐ A passenger asking the bus driver to wait for me (positive).

### **What are your biggest fears when you use public transportation?**

- ☐ Fear of being pushed as the bus or metro is often crowded and people sometimes don't realize they are hitting others with their backpacks.
- ☐ Fear of falling because there are sometimes obstacles that I don't see on the floor, the driver may take off before I get to sit down and my sense of equilibrium is not as good as it used to be.

## Reflection on the activity

(for both options)

### Group leader A

#### Repeat the goal of this activity:

- ▣ You were asked to write down on your handout the public transportation issues that were mentioned by seniors in the video/interview.

#### For each category, ask the students:

- ▣ State the issues that were mentioned in the video/interview.

If it was not detailed enough in the video/interview, explain why those factors make it difficult for seniors to use public transportation.

Remind the students of the previous activity where they experienced impairments. It is important for them to understand how issues related to the public transportation system or its environment compound the functional impairment that some seniors have to deal with daily.

Spend more time on the category “other passengers’ behaviour”. For each issue mentioned in this category, ask the students:

- ▣ What can you do to reduce this issue encountered by seniors? Or what courteous behaviour could you adopt?

When students mention courteous behaviour to improve seniors experience when using public transportation, make sure they provide concrete actions. For example, “I can remove my backpack from my shoulders to avoid the risk of pushing others” is more concrete than “I will show more respect towards seniors”. Encourage the student to think through his/her reasoning.

## Group leader B

Write a list of concrete courteous actions mentioned by the students on the blackboard.

## Group leader A

Complete the list of courteous behaviours with examples such as:

- ☐ Giving up a seat to an older person, a pregnant woman, or a person with a disability
- ☐ Respecting the priority seating
- ☐ Removing a backpack from the shoulders
- ☐ Keeping conversation volume down
- ☐ Moving to the back of the bus/metro to allow other people to get on
- ☐ Keeping the volume of personal music players inaudible to other passengers
- ☐ Taking only one seat and holding personal items on the lap
- ☐ Avoiding blocking the entry/exit door or circulating areas

## Conclusion of the activity

### Group leader A

At the end of the discussion, summarize the main elements of the discussion and what they should remember:

- ☐ Seniors face many challenges when using public transportation which compound the functional impairments that seniors have to deal with on a daily basis.
- ☐ Some of these issues are out of your control. But for many of them, you can be part of the solution by being courteous and thoughtful towards seniors.

## How courteous am I?



### Objective

This activity will encourage students to reflect on their personal behaviour towards seniors when they use public transportation. It will bring to their attention what behaviours are senior-friendly in public transportation.

### Material

Student handout on p. 3

### Introduction to the activity

#### Group leader A

##### State the name of the activity:

How courteous am I?

##### Link the activity to the previous one:

- ▣ In the previous activity, you saw the main issues faced by seniors when using public transportation and you saw that it was possible for you to be involved in improving seniors' experience in public transportation through courteous behaviour.

##### State the objective of the activity:

To reflect on your personal behaviour towards seniors when you use public transportation.

### Instructions

#### Group leader A

Ask the students to look at their handout on p. 3, where they will find a personality quiz.

Give them 3 minutes to complete the personality quiz and to calculate their points. If some students do not use public transportation, tell them to imagine how they would act if they did.

## Reflection on the activity

### Group leader A

**Once they are done, repeat the goal of the activity:**

- ☐ You had to reflect on how courteous you are by completing the quiz on p. 4 of your handout.

**Provide a brief interpretation of their results:**

- ☐ 10 to 15 points: You are the UNDECIDED. It seems like you have not yet realized that being courteous when using public transportation is an easy way to make a positive impact on the day of someone else. Try it more often, and see how it feels.
- ☐ 16 to 23 points: You are the APPRENTICE. You are almost there, you know the basics for public travel but whether you apply it depends on your mood. Hopefully this workshop will help you to be more consistent!
- ☐ 24 to 30 points: You are the EXPERT. You are already respectful and courteous when it comes to public transit system etiquette. Now, it's time to spread the message!

## Conclusion of the activity

### Group leader A

Tell the students that they can keep the results to themselves or share them with their classmates after the workshop if they wish to.



# Me, part of the solution?



## Objective

Through this activity, the students will choose a personal goal regarding courteous behaviour and evaluate their confidence in achieving this goal.

### Material

Student handout on p. 4

## Introduce the activity

### Group leader A

Link the activity to the previous one:

- ▣ Now that you know where you are at in terms of courteous behaviour, we would like you to make a commitment to us (referring to the group leaders) and to yourself.

### State the name of the activity:

Me, part of the solution?

### State the objective of the activity:

To choose a personal goal regarding courteous behaviour.

## Instructions

### Group leader A

Tell the students to look at their student handout on p. 4.

Have them individually choose a concrete action that they intend to achieve regarding courteous behaviour.

Give them 1 minute to write their goal on their sheet. Emphasize that they should begin their sentence with a verb. For example:

- ▣ In order to improve the experience of seniors using public transportation, as of today, when I take the bus or the metro, I will: offer my seat to older people.

## Reflection on the activity

### Group Leader A

Ask if anyone wants to share their personal goal with the class and the reason why they chose it.

## Further instructions

### Group leader A

After a few answers have been provided, ask all students to take a look at the scale ranging from 0 to 10 as presented on the bottom of p.4 of their handout.

On the scale presented, tell the students to:

- ▣ Indicate the degree to which you are confident that you will achieve your personal goal. The number 0 means that you are “not confident at all” and the number 10 means that you are “very confident”.

Give the students 10 seconds to circle the number in their booklet.

## Further reflection on the activity

### Group leader A

#### Repeat the goal of this activity:

- ▣ We asked you to circle the number representing the degree to which you were confident that you would achieve your personal goal.

#### Ask the students

- ▣ Did anyone circle 1, 2 or 3?

#### If no one did, ask them:

- ▣ Did anyone circle 4, 5 or 6?

#### When students raise their hands, ask them:

- ▣ Why did you not choose 0?

## What if...

### Someone circles 0 (i.e. it is not achievable)?

Ask the student

- ▣ What would it take for you to think that you would be able to achieve your goal, even just a little bit, i.e. for you to go from 0 to 1?

### Everybody circles 7 or higher (i.e. it is already very achievable to all of them)?

Ask the students:

- ▣ What would you say to students from another class who say that they are not at all confident that they would achieve their goal?

**IMPORTANT:** During this discussion, it is very important that students provide positive arguments. The idea behind this exercise is that providing positive reasons for having confidence in achieving their goal, increases their confidence. If students offer negative reasons like “I put an 8, but not a 10 because sometimes I don’t feel like being courteous...”, insist that they answer the original question: “why did you not choose 0?” or “tell me what makes you think that you would be able to achieve your goal, even just a little?”.

## Conclusion of the activity

### Group leader A

At the end of the discussion, summarize the goals chosen and the positive reasons stated by students.

## Conclusion of the workshop



### Group leader A

#### Ask the students:

- ▣ What did we talk about in this workshop?
- ▣ What will you retain from this workshop?

#### Restate the main objective of the workshop:

- ▣ To increase your awareness of the needs of seniors when using public transportation and to help you realize how you could be part of the solution by acting in a considerate and courteous manner.

#### Link the content of the workshop to a daily life situation, for example:

- ▣ We hope this workshop was fun for you and that you will be able to take some of what you learned with you next time you use public transportation.

### Group leader A and group leader B

Thank the students and the teacher for their participation in this workshop.





## Annex 1

# TERMS OF AGREEMENT BETWEEN THE SCHOOL AND THE COMMUNITY ORGANIZATION



## TERMS OF AGREEMENT BETWEEN THE SCHOOL AND THE COMMUNITY ORGANIZATION

( \_\_\_\_\_ - \_\_\_\_\_ )  
School year

“Seniors on the Move” is a workshop aimed at raising awareness among teens to the realities seniors face when using public transportation. It is meant to be offered in high schools by senior volunteers through community organizations. Through various educational activities, the students will gain an understanding of seniors’ realities when using public transportation and will experience some impairments seniors can face. This will sensitize them to the importance of courtesy and motivate them to adopt courteous behaviours when using the public transportation system.

Collaboration between the high school and the seniors’ community organization is a required condition for the workshop to be planned and run successfully. Therefore, it is important that when organizing a workshop, all parties are aware of the implications and the responsibilities of all involved.

School: \_\_\_\_\_

School contact person: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

Community organization: \_\_\_\_\_

Person responsible: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

## RESPONSIBILITIES OF EACH PARTNER FOR THE WORKSHOP

### School contact person

The “school contact person” is the person who acts as the liaison between the school administration, the teachers and the community organization.

He/she must:

- ☒ Ensure that the school administration agrees to have the workshop presented in the school.
- ☒ Work with the community organization contact and the teacher to set a date and time for the workshop.
- ☒ Inform the teacher about the material requirements mentioned by the community organization contact.
- ☒ Welcome the group leaders at the main office 15 minutes before the workshop.

### Teacher

The “teacher” refers to the teacher who is responsible for the students during the time period when the workshop is presented. He/she must:

- ☒ Inform the students in advance about the presentation of this workshop.
- ☒ Ensure that the necessary materials for the group leaders are functional (equipment for video, chair, etc.).
- ☒ Be present at all times during the workshop.
- ☒ Help the group leaders in the facilitation of the workshop by:
  - ☒ Keeping order in the class.
  - ☒ Encouraging class participation.
  - ☒ Distributing handouts to students.
  - ☒ Answering the door when someone knocks.
  - ☒ Helping the group leaders when collecting the workshop materials at the end of the activities.

### Community organization contact

The “community organization contact” is the coordinator of the workshop within his/her organization. He/she is the liaison between the group leaders and the school contact person. He/she must:

- ☒ Recruit two group leaders according to the usual volunteer selection process of the organization.
- ☒ Work with the school contact person and the group leaders to set a date and time for the workshop.
- ☒ Organize and facilitate an orientation session for the group leaders.
- ☒ Prepare the materials required for the workshop:
- ☒ Provide each group leader with a copy of the workshop manual.
- ☒ Print the student handouts.
- ☒ Organize the materials in bags.

### Group leaders

The “group leaders” are the seniors who volunteer through their community organization to offer the workshop in the selected high school. They must:

- ☒ Attend an orientation session.
- ☒ Bring the material required for the workshop prepared by the community organization contact.
- ☒ Lead a workshop with high school students.
- ☒ Respect the time allowed for the workshop by the teacher.
- ☒ Collect the materials at the end of the workshop.



## WORKSHOP CONFIRMATION

### WORKSHOP INFORMATION

Date:

Starting time:

Ending time:

Grade:

Number of students:

Classroom number:

Material required:

### SCHOOL INFORMATION (TO BE COMPLETED BY THE SCHOOL CONTACT PERSON)

Name of the school:

Address of the school:

Name of the school contact person:

Contact information of the school contact person:

Meeting location on the day of the workshop:

How to get to the main office or the designated meeting location  
(please indicate the presence of stairs or elevators, long walking distance):

Location of main entrance:

Parking information:

Getting to the school:

By car:

By public transportation:

How to access the classroom (please indicate the presence  
of stairs or elevators, long walking distance):

I have read and understood the role of everyone involved in the coordination of the workshop.  
I therefore understand and accept my own responsibilities as described above.

### SIGNATURES

\_\_\_\_\_  
SCHOOL CONTACT PERSON

(\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_)  
DATE

\_\_\_\_\_  
TEACHER

(\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_)  
DATE

\_\_\_\_\_  
COMMUNITY ORGANIZATION CONTACT

(\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_)  
DATE

Both parties have agreed to draw up this agreement in English.





## Annex 2

# SCRIPT OF THE VIDEO



**RUSSELL:**

I was wondering about your views on teenagers in the public transport system.

**LADY 1:**

Well, we have a fear sometimes that, we are afraid that our personal belongings are gonna be stolen from us, our purse, sometimes our phone, and we are afraid sometimes that they get a little too rowdy? and something can be taken from us and they can beat us up.

**LADY 2:**

One, I would say respect that there are seniors aboard and two, to watch their language when they're with a bunch of girls or boys, like they should watch the way they talk to each other and even though there are a lot of seniors and other people, to have respect on the bus.

**LADY 3:**

Mainly, they take over the whole bus, they refuse to give up their seats, can be a little rowdy and the swearing, that's about it.

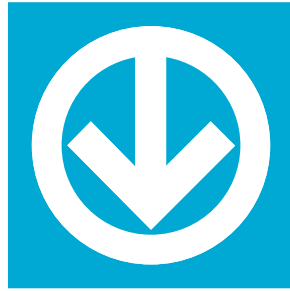
**KATHLEEN:**

Hi, I would just like to know what your view point is on having teenagers on public transport?

**LADY 4:**

Well, they do have to use the public transportation. On average, I find them very well behaved, except for the backpacks that they carry. They don't put them on their side, they get on the bus, and if you're a light weight, they can knock you down! Otherwise, look, we are old, they're eventually gonna be our age. That's it.





**Annex 3**

# TASK CARDS





## Hearing impairment

### Material

2 cotton balls

### Steps:

- 1) Imagine you are the bus driver.
- 2) Choose someone to perform the activity with you.
- 3) Ask your colleague to put the cotton balls into his/her ears and to let you know when he/she hears the street's name: "Madison" where he/she has to get off.
- 4) Place yourselves back to back.
- 5) Announce the street names softly in random order until the person reacts:

- |             |            |
|-------------|------------|
| ▣ Patterson | ▣ Radisson |
| ▣ Harrison  | ▣ Medicine |
| ▣ Addison   | ▣ Madison  |

## Mobility impairment

### Material

4 Velcro band  
2 rolled newspapers  
1 coin

### Steps:

- 1) Choose someone to perform the activity.
- 2) Tell this person to attach one rolled newspaper behind each knee using two Velcro bands (one above and one below the knee).
- 3) Once he/she is ready:
  - ▣ Drop the coin on the floor and ask him/her to pick it up
  - ▣ Ask him/her to sit on a chair and then to stand up.

## Finger sensitivity impairment

### Material

1 pair of large gloves (latex free)  
1 wallet containing small change

### Steps:

- 1) Imagine you are the bus driver.
- 2) Choose someone to perform the activity with you.
- 3) Ask your classmate to wear the gloves on both hands.
- 4) Ask him/her to take out money from the wallet and to pay the bus ticket to you as quickly as possible.

## Visual impairment

### Material

1 pair of dirtied glasses  
1 bus schedule

### Steps:

- 1) Choose someone to perform the activity.
- 2) Ask your classmate to wear the glasses.
- 3) Hand him/her the bus schedule.
- 4) Ask him/her to tell you the time that the next 3 buses will be coming.





**Annex 4**

# INTERVIEW CARDS



ASK A QUESTION ABOUT:

### Teens' behaviour

or

ASK THE FOLLOWING:

**"How do you feel about riding buses when there is a group of teenagers?"**

ASK A QUESTION ABOUT:

### Drivers' behaviour

or

ASK THE FOLLOWING:

**"In your opinion, what does it take to be a senior-friendly bus driver?"**

ASK A QUESTION ABOUT:

### Structure of buses

or

ASK THE FOLLOWING:

**"What would you change about the structure of buses/metro?"**

ASK A QUESTION ABOUT:

### Transportation system

or

ASK THE FOLLOWING:

**"How often do you take the bus/metro? Why not more?"**

ASK A QUESTION ABOUT:

### Passengers' behaviour

or

ASK THE FOLLOWING:

**"What passenger behaviours would make your experience using public transportation negative or positive?"**

ASK A QUESTION ABOUT:

### Personal safety concerns

or

ASK THE FOLLOWING:

**"What are your biggest fears when you use public transportation?"**





# RAISING AWARENESS OF TEENS TO SENIORS USING PUBLIC TRANSPORTATION

Seniors and teens have different needs with regards to public transportation. This workshop was created to serve as a vehicle for discussion about a safe and respectful environment on board. Led by seniors among high school students, “Seniors on the Move” is a 60-minute intergenerational workshop that helps students to learn about seniors’ reality and courteous behaviours through a variety of educational and interactive activities.

This manual provides a detailed description of the workshop activities, and instructions and tips that will allow seniors to lead this workshop among high school students. Community organizations that would like to offer this opportunity to seniors will also find helpful guidelines for organizing this workshop.

**PRODUCTION:** N.D.G. Senior Citizens’ Council is a community organization aiming to improve the quality of life of seniors in the N.D.G. and Montreal West territory. This manual was developed in partnership with the CSSS Cavendish, thanks to New Horizons for Seniors funding and through the collaboration of seniors, teenagers, interns and professionals from interdisciplinary backgrounds.