

100th Day of School Celebration

A PreK - Grade 2 Curriculum
Guide for Cultivating Positive
Views of Aging

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<https://exploringcareersinaging.com/100th-day-of-school-toolkit/>

If you have any feedback on the toolkit or suggestions for improvement, please share your thoughts through this survey:



<https://forms.gle/QyHQJ25gq2vf3X4q6>



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Table of Contents

Background	6
Introduction	6
Development of Ageism in Childhood	7
Consequences of Ageism	7
About this Gerontology Toolkit	7
Why Using this Toolkit Can Make a Difference	8
Testimonials from Teachers	9
Lesson Plans	10
Comparing and Contrasting the Stories of Centenarians	10
Counting to 100 with Centenarians	14
The Role of Literacy in History and Now	20
Health and Aging	24
Exploring Life Cycles and Longevity	30
Active Aging: Movement and Centenarians	35
Earning Money: Then, Now, in the Future	38
Resources for Teachers	41
Dress-Up Options	41
Conversation Points for Teachers to Students	41
Conversation Guide for Live Centenarian Interview	42
Videos and Activities for Students	44
Additional Worksheets	46
Other Useful Resources	49
Children's Literature	49
Websites	49
News articles	49
Videos/films	50
References	51

Background

We are living longer lives, a fact that should be celebrated by all, including young people. Unfortunately, the current 100th day of school celebrations that ask young people to dress up "like a 100-year-old" often do not celebrate this fact. Upon learning that some teachers and schools celebrate the 100th day of school by asking young children to dress up "like a 100-year-old," a group of gerontologists questioned what ideas about aging are reinforced by such an activity. As gerontologists, or people who study aging, we are not the first to question the impact of this activity. Diana Rendina, a media specialist for a magnet school in Florida, [questioned the practice in 2016](#); she noted that having children dress up in old-fashioned clothing with gray hair and walking stooped over with a cane, teaches them "that 'old' people are something to be mocked, made fun of and disrespected" (para. 5). Similarly, Kelly Papa, a nurse and the Corporate Director of Learning at Masonicare [reflected on how appalled she was when her kindergartner was asked to "dress like a 100-year-old."](#) She shared that it is important to educate children about assistive devices like hearing aids and canes. Kelly Papa also argued that, by making fun of such tools and the people who use them, "we have just stereotyped and been extremely insensitive to the challenges that people are living with" (para. 7). More recently, Lisa Borrero, gerontology and health sciences faculty at the University of Indianapolis, [critiqued this activity as it continues unabated, despite repeated critiques](#). The "fun" activity of dressing like a 100-year-old teaches kids that it is okay to have fun at the expense of another segment of the population and that it is funny for older people to appear frail, weak, confused, and out of touch. The authors created this toolkit to offer accurate information about aging and ageism and to provide teachers with options that do not perpetuate ageist stereotypes. Celebrating the 100th day of school can reinforce important academic content while supporting age-inclusivity rather than ageism.

Introduction

This toolkit contains teaching resources for lessons about people who lived to be 100 years of age or beyond. These individuals, called *centenarians*, are sometimes referred to as "super-agers" because they tend to be strong, healthy, and very engaged in activities that are meaningful to them. Unfortunately, in our modern society, many people of all ages see older people and centenarians through the lens of negative aging stereotypes: someone who is frail, confused, lonely, angry, or sad with little to live for and who serves little purpose in our society. These negative aging stereotypes are products of ageism.

Ageism refers to stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) toward others or oneself based on age. Ageism

affects all of us across the entire life course. Age discrimination, elder abuse, neglect, and exploitation all take root in ageism.

Members of U.S. society are enculturated to ageism from early childhood through late life, and most individuals have engaged in ageism without realizing it at some point in their lives. Ideas and experiences that contribute to internalizing ageist beliefs range from subconscious negative impressions made by cartoon caricatures of older people (implicit messages) to election-year statements about programs for older adults made for political gain that omit or misrepresent truth (explicit messages). Unfortunately, because humans are prone to a negativity bias, *positive experiences with older relatives and friends are rarely sufficient, by themselves, to disrupt the development of ageism*. Additional and intentional efforts to cultivate optimistic and accurate ideas about growing older are necessary.

Development of Ageism in Childhood

Children adopt beliefs about various social groups at a very early age. [Changing negative and biased ideas in children is difficult after age 12](#) (McGuire, 1993, Siegler, 1998). From an early age, children are inundated with ageism messages through books, TV, and other sources. Children internalize those ideas without questioning the accuracy or [impact of such messages](#) (Milner et. al., 2012). Early childhood researchers indicate that [children as young as three years of age use negative language about older people](#), and by preschool, they begin demonstrating negative attitudes toward aging (Seefeldt, 1977). Some of the first experiences that impress these negative images of aging on young minds are well-intentioned visits to nursing homes during childhood. Later, in adolescence or early adulthood, when those same children are exposed to negative myths about aging, subconscious memories of the visits and messages conveyed in books and shows inaccurately confirm the myths as facts. This process internalizes negative beliefs about becoming older and can lead to prejudice against older people and the externalization of ageism.

Consequences of Ageism

Positive self-perceptions of aging benefit us all, and myths of aging cause harm to everyone. For example, older people are less likely to receive appropriate medical care because healthcare providers and insurance companies decide the cost or risk is too great simply based on age. [People who view their own aging experience positively live, on average, 7.5 years longer than those who hold negative beliefs about aging](#) (Levy et al., 2002). In other words, children who develop optimistic ideas about growing older are likely to become adults with positive beliefs about aging who then benefit from this [longevity dividend](#) and live longer, healthier lives. Ageism is a social disease with real

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Commented [2R1]: I would argue for keeping it here. I think we want to be in line with all of the other organizations calling out ageism. It's the first step and this toolkit will be some teacher's introduction to the concept.

human costs, and, as an early childhood or elementary teacher, you can inoculate your students against ageism by using the lessons in this toolkit.

About this Gerontology Toolkit

Gerontology is a behavioral social science that studies life and living as people age. Gerontologists also examine earlier experiences in life that impact the aging process and quality of life as people age, such as exposure to ageism. This toolkit was created by gerontologists and early childhood and elementary educators to provide preschool through second grade (P-2) teachers with lesson plans that help interrupt the development of ageism. Growing older is something we're all doing every day and should be celebrated! As individuals and as a society, everyone benefits from efforts to replace negative views of aging with realistic and optimistic ideas about having a fulfilling life as an older person.

P-2 teachers may be interested in lessons about centenarians that help cultivate positive perceptions of aging because existing classroom activities, such as having students dress up like 100-year-old people, reinforce negative aging stereotypes. Activities that foster intergenerational contact are [critical for promoting social contact and help reduce ageism among younger and older people](#). Classroom grandparent visits, partnerships with local senior centers or lifelong learning organizations, nursing home visits, and more can promote intergenerational contact and reduce ageism. Providing a variety of intergenerational contact experiences and ensuring students are well-prepared to understand how common or rare various outcomes are, coupled with discussions afterward can promote intergenerational exchange and avoid unintentionally emphasizing frailty and decline that *may* happen as people age.

This toolkit includes carefully selected stories and designed lesson plans that match elementary-level learning objectives and help teach the power and beauty of aging. Teachers can implement the lessons in any order that they choose. Below these lesson plans, you'll find links to resources for teachers and activities for students that can be used in conjunction with the lesson plans. We have also created a [table of standards](#) for each grade level (Pre-K - 2nd) that apply to the lessons, [fact sheets](#) about the centenarians from each book used in the lessons, a [list of centenarians](#), and example [letters](#) that advocate for age-positive activities. These resources may be helpful to you when teaching these lessons or suggesting a more age-positive approach to the 100th day of school. As elementary educators are usually overworked, underpaid, and underfunded, many suggested resources are available at no cost.

Why Using this Toolkit Can Make a Difference

Early childhood and elementary educators (including classroom teachers, school counselors, social workers, media specialists, physical education teachers, and more) are in an ideal position to help foster positive and accurate beliefs about aging among young children before they internalize negative beliefs about older people and aging. Doing so can improve the lifelong experiences of those children, their families, and everyone with whom they interact. The 100th day of school offers a great opportunity to disrupt the development of ageism by turning the day into a celebration of centenarians, while also addressing learning outcomes in math, health, social studies, history, science, and more. For example, children can be introduced to the different historical contexts in which people across the world were born, grew up, and aged by learning about the experiences of someone who is over 100 years of age.

Teachers may also inspire students to consider careers in aging. This is not only a rewarding career path but as we live longer, the number of people over the age of 65 is also increasing, presenting an opportunity and growth in the number of careers centered around working with older people. The desire to pursue these careers should be growing at the same rate. Furthermore, young people will work with and interact with older people, regardless of the career path they choose. Even in fields that are seemingly unrelated to aging, interaction with older adults is inevitable. Recognizing aging-related education as a vital component of career readiness in the 21st century, this website has resources that expand on the knowledge and skills necessary for success: www.exploringcareersinaging.com

Centenarians' stories are rich with potential for creative activities, such as art projects and theatrical performances, that facilitate a deep level of learning within a variety of school subjects. The lesson plans in this toolkit will engage young learners in meaningful activities that convey accurate information about aging and show appreciation for the amazing experiences and accomplishments of centenarians. This toolkit is inspiring, engaging, and useful for achieving important learning outcomes, as well as disrupting ageism development in P-2 students. It may even help mitigate the subconscious influence ageism has had on teachers!

Testimonials from Teachers

"[Using the toolkit] made me hope that I live to be a centenarian. I just think it's incredible."

"I really enjoyed [using the toolkit], as far as just opening my eyes to something new."

"I liked getting perspective, like, 'Oh, we shouldn't ask the kids to dress up as old people for the 100th day of school' ... That's kind of silly."

"We talked about what kind of activities or jobs would [students] want to be able to keep doing ... as a centenarian, and just teaching them about how 100-year-olds can learn new things."

"We did a lot of goal-setting. What do you want to happen when you're 100? How do you want to live your life? What are things that you think you could do when you're a hundred? A lot of them said changing how people treat each other or learning a new skill or ... I have one who wants to be an artist. So she's like, I still want to be making art when I'm 100."

"[My students] were very engaged – lots of conversations ... 'Oh, I remember when my grandmother did this', or 'my grandmother's this age'... It led into conversations that still connected to the topic. So, they were very engaged."

"[The students] absolutely loved it. I mean they just thought these people were incredible, and I think it gave them a new perspective on life even."

"I have a high ESL population. Their parents don't read and write in English... We read the 100 Year Old Student, [and] they were like, 'If she can learn how to read, I can teach my mom how to read.'"

We'd love to hear your feedback, too! If you use this toolkit, please complete this form:

https://docs.google.com/forms/d/14N2y7Pa9HGLDbfPmV_RjmUUyjqMstKmFpuwt2QpP70/edit

Lesson Plans

Comparing and Contrasting the Stories of Centenarians

Subject/Course:	Literacy
Books:	<i>One Hundred Steps: The Story of Captain Sir Tom Moore</i> by Captain Tom Moore, <i>Fauja Singh Keeps Going</i> by Simran Jeet Singh

Standards and Lesson Objectives

- [CCSS.ELA-LITERACY.W.K.3](#)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

- [CCSS.ELA-LITERACY.RL.K.1](#)

With prompting and support, ask and answer questions about key details in a text

- [CCSS.ELA-LITERACY.RL.K.9](#)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

- [CCSS.ELA-LITERACY.RL.K.10](#)

Actively engage in group reading activities with purpose and understanding

Planning and Preparations

- The tasks below describe work related to the read-alouds.
- Use standard classroom tools and supplies you have on hand such as a white/chalk/interactive board where you or the students can engage in whole-class activities.
- Choose which pictures from each book you want to use in the sequence activity and scan them, print them, and cut them out for approximately 4-5 groups. Put pictures in ziploc or manilla envelopes.
- Save the electronic scans of the pictures and embed them in your powerpoint or interactive software, so you can have the pictures on hand when students share their sequences. This will allow you or them to share with the whole-class. You can also have an extra set of pictures and use them on an anchor chart.
- Have prepared on an anchor chart or ppt/interactive board the venn diagram or T-chart for the comparison activity.

- Time in class for this activity will vary based on the tools used, the tasks chosen, and whether students work together as a class, in groups, or as individuals.
- Make sure to have videos pulled up and that they play. Some districts have firewalls that prevent certain youtube videos from playing.
- A variety of worksheets for use in class or to take home are included

Lesson Plan

Introduction

1. Discuss with the class that centenarians are individuals who are at least 100 years old. Get students to respond to the following questions by either drawing or sharing their thoughts while you write them on the board.
 - a. *When you think about someone who is 100 years old, what images come to mind or how would you describe this person?*
 - i. *What do you think they are doing?*
 - ii. *Who do you think they are spending time with?*
 - iii. *Where do you think they live?*
 - iv. *What do you think they look like?*

Development

1. Read the books *Captain Tom Moore One Hundred Steps* and *Fauja Singh Keeps Going* with/to the class or use the YouTube read-along video.
2. Promptly after reading each book or during the reading, ask questions about the story to assess what they understood from the reading. Allow them to ask clarifying questions to stimulate critical thinking. Questions might include:
 - A. *Who is the main character in this story?*
 - B. *What are the main events of the story?*
 - C. *What did the characters in the story learn?*
 - D. *How did the characters feel?*
 - E. *What did you learn from the story?*
3. After reading each book and having the Q&A session described in #3, present 4-6 images of the main events from each story and ask students to put the images in order as they happen in the story. If there are no pictures about a main event in the book, use generic images. This could be done as a class or students can be split into groups.
4. After both activities for both books are complete, ask students to compare and contrast the events, people, places, and feelings associated with each book. This can be done on the board, projector, or interactive board using a Venn diagram or columns that are labeled as "Captain Tom Moore One Hundred Steps", "Both", and "Fauja Singh Keeps Going."

Closure

1. Ask a few closing questions to gauge student understanding, such as:
 - a. *What is something you learned about aging from this activity?*

- b. *Did anything surprise you about what you saw or heard in the books?*
- c. *How would you describe what it means to be a centenarian? Or: How would you describe a centenarian? How will you use what you learned in the future?*
 - i. *Circle back to the questions asked at the beginning of the lesson to elicit more student thinking.*
- d. *How are the centenarians different and/or similar to older people you know?*
- e. *Do you have anything in common with either centenarian we explored today? If so, what are the similarities?*
- f. *Get students to think about the questions you asked at the beginning of the lesson and respond to them now after going through this lesson.*

Possible Supplemental Activities

Both books have an appendix with activities that can be incorporated into the lesson if time allows or given as a take-home task:

- [Captain Tom Moore Activities](#)
- [Fauna Singh Activities](#)
- [Centenarian runners](#) breaking records (1 min)
- [Centenarian dancing](#) along to live music (1 min)
- [Centenarian yoga teacher](#) includes both interview and in-action clips (5 min)
- [99 year-old WWII veteran exercise enthusiast](#) - located in Raleigh, NC (2 min)
- [Centenarian lawyer continuing to work](#) (3 min)
- [Centenarian driver](#) (2 min)

Materials / Equipment

- Printed pictures of 4-6 events that happen in each book for the ordering activity
- Same 4-6 pictures as a digital format for teacher use on interactive board or powerpoint
- Interactive board, projector, or poster board for the compare and contrast activity
- Writing Utensil: Pencils/Pens/Markers/Crayons
- Printed worksheets for additional tasks for lessons or take-home tasks

References

- *Captain Tom Moore One Hundred Steps* [read along](#) (9 min)
- *Fauja Singh Keeps Going* [read along](#) (42 min)
- *Captain Tom Moore One Hundred Steps* additional [activity](#)
- *Fauja Singh Keeps Going* additional [activity](#)

Optional Take Home Tasks

- *Captain Tom Moore One Hundred Steps*: Tracing and coloring page
- *Fauja Singh Keeps Going*: Accomplishments and Goals race writing assignment

<https://www.puffinschools.co.uk/wp-content/uploads/2020/10/PEN00587CTMAActivitySheets-one-pager-ALL.pdf> (free download)



Educators Guide for *Fauja Singh Keeps Going*

<https://www.penguinclassroom.com/books/fauja-singh-keeps-going/> (free download; includes Run Your Race worksheet)



Counting to 100 with Centenarians

Subject/Course:	Mathematics
Books:	<i>The Delaney Sisters Reach High</i> by Amy Hill Hearth, <i>The Oldest Student: How Mary Walker Learned to Read</i> by Rita L. Hubbard

Standards and Lesson Objectives:

- [CCSS.M-Mathematics.K.CC.1](#)

Know number names and recognize patterns in the counting sequence by:
 Counting to 100 by ones
 Counting to 100 by tens

- [CCSS.K.OA.1](#)

Use a variety of representations such as objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, or expressions

- [CCSS.M-Mathematics.K.OA.3](#)

Demonstrate understanding of addition and subtraction by making connections among representations.

Planning and Preparations

- The tasks below describe work with subsets of 5, 10, and 20. It also includes tasks that get students to add and subtract. Assess your student's current level of learning and then preselect/highlight the tasks for your class. Do the activities that best suit your students' learning targets and ability level.
- Use standard classroom tools and supplies you have on hand such as a white/chalkboard where you or the students can draw bundles of sticks or an abacus(es).
- Make it more fun by using washed coins, plastic chips, or pebbles and small containers or bags to prevent spills. A table and desks will be needed for this option. Note that edible items such as Cheerios, Goldfish, or M&Ms are not recommended as wasting food may be insensitive to students experiencing food insecurity.
- Students can be used as counting objects based on number values drawn on paper and taped to their clothing.
- Students can work together in groups for some activities to save time; for example, each child in a group of five could go to the supply table and count out 10 objects.
- Time in class for this activity will vary based on the tools used, the tasks chosen, and whether students work together as a class, in groups, or as individuals.

- A variety of worksheets for use in class or to take home are included in the appendix.

Lesson Plan

Introduction

1. Discuss with the class that centenarians are individuals who are at least 100 years old. Read two of the recommended books about centenarians.
 - a. The Delaney Sisters Reach High, by Amy Hill Hearth & illustrated by Tim Ladwig
 - b. The Oldest Student: How Mary Walker Learned to Read, by Rita Lorraine Hubbard & Oge Mora

Development

1. **Counting Aloud to 100** by 1s, 5s, 10s, and 20s:
 - a. Remind the class that a centenarian has lived at least 100 years, which means they have lived for at least 10 decades.
 - b. Decade reflections: After reading one or two suggested children's books about centenarians, have students count ages to 100 by decade and ask them what they think the centenarians were doing at each age (e.g., *decade one is 10 years old – what might Mary Walker have been doing when she was 10? 20? 30? etc.*) This activity provides an opportunity to correct assumptions about people of all ages (e.g., if students say 80-year-olds can't learn new things, point out that Mary Walker learned to read at 116).
 - c. Round Robin Counting: Go around the circle or down the desk rows with each student providing the next number.
 - d. Speed Counting (more advanced): Split the class in round-robin teams and start them with **on your mark, get set, go!**
 - e. Number comparison: If Mary Walker lived to be 121 years old and Sadie Delany lived to be 109, who lived longer?
2. **Subsets of 100 using stick bundles** on the chalk or whiteboard.
 - a. Have students come up to the board and draw twenty 5-stick bundles (4-lines with a diagonal 5th-line).
 - i. *Count by 5s to 100 as a class and then ask how many 5s make 100?*
 - b. Have a student go up and circle 10 pairs of bundles.
 - i. *Count by 10s to 100 as a class and then ask how many 10s make 100?*
 - c. Have a student go up and circle 5 paired bundles.
 - i. *Count by 20s to 100 as a class and then ask how many 20s make 100?*
3. **Subsets of 100 Using Small Objects:**
 - a. Split the class into groups of five.
 - b. Students in each group take turns going to the supply table to count out two groups of ten objects or one group of 20 objects, depending on their counting skills.

- c. At the group tables have each student split their objects into groups of ten and then ask:
 - i. *Count by 20s, how many objects does your group have?*
 - ii. *Each of you split your 20 into two equal groups.*
 - iii. *How many are in each group now?*
 - iv. *Count by 10s to 100 and then tell me how many 10s make 100?*
 - v. *Each of you split your 10s into two equal groups.*
 - vi. *How many are in each group now?*
 - vii. *Count by 5s to 100 and then tell me how many 5s make 100?*
 4. **Subsets of 100 Using Students** as Counting Objects:
 - a. Have 5 students come to the front of the class and tape a 20-label to their shirts.
 - i. *How many 20s make 100?*
 - ii. *A centenarian has lived 100 years. How many 20-year-olds equals the same number of years that a centenarian has lived?*
 - b. Spread the students out and ask 10 students to come to the front of the class and label their shirts with a 10. Then have two students kneel in front of each student labeled with a 20.
 - i. *How many 10s make 20? How many 10s in 100?*
 - ii. *How many 10-year-olds equals the same number of years that a centenarian has lived?*
 - c. Pass out two 5-labels to the 10 students and have them tape the labels to their thighs.
 - i. *How many 5s make 10? How many 5s in 10, in 20, in 100?*
 - ii. *How many 5-year-olds equal the same number of years that a centenarian has lived?*
 5. **Addition and Subtraction** after the subset activity using the bundles, grouped objects of labeled students:
 - a. Start with takeaway questions such as:
 - i. *How many groups of 20 do we have left if we take one away?*
 - ii. *Count by 20s, how many do we have left?*
 - iii. *How many groups of 20 do we have left if we take two away?*
 - iv. *Count by 20s, how many do we have left?*
 - v. *Repeat with 10s and 5s.*
 - b. **Reverse the process** and add the groups back until you reach 100 and ask ***how many do we have if we add one group of 5, 10, or 20 back into the group?***
 - c. **Zig-zag the exercise** by adding and then subtracting.
 6. **Is more better?** Ask "Is it better to have 100 of something or 10 of something?" Perhaps even providing a list of things and asking students whether they would want 100 of x or 10 of x (e.g., \$1 bills, candy, days off of school, years of life, bug bites, scrapes, chores) and then having a conversation about their answers. Tie this question to a current lesson in science or social studies.

Closure

1. Ask a few closing questions to gauge student understanding, such as:

2. *What is something you learned about aging from this activity?*
3. *Did anything surprise you about what you saw or heard in the books or about the math you explored.*
4. *How would you describe what it means to be a centenarian? Or: How would you describe a centenarian? How will you use what you learned in the future?*
 - a. *Circle back to the questions asked at the beginning of the lesson to elicit more student thinking.*
5. *How are the centenarians different and/or similar to older people you know?*
6. *Do you have anything in common with either centenarian we explored today? If so, what are the similarities?*

Materials / Equipment:

- Whiteboard or interactive board with markers
- Chalkboard with chalk
- 100 counting objects per small group or 100 if it is a whole class activity
- Small cups or bags for counting and grouping small objects
- Number labels and tape (paper and markers if students make these to save prep time)
- Pencil/pen if using worksheets (optional)
- Snacks for students (optional)

References:

- [100th day of school worksheet](#) - *counting by 10s*. 100th Day of School Worksheet - Counting by 10s | All Kids Network. (n.d.).
- [Skip counting by 5S interactive worksheet](#). Liveworksheets.com - Interactive worksheets maker for all languages and subjects. (n.d.).
- Spence, B. (2020, January 9). [Color by addition - 100th day of school](#). This Reading Mama.

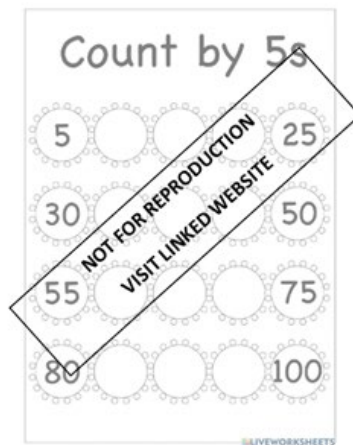
Take Home Tasks:

- Addition and Subtraction worksheets
- Count by 5s worksheet
- Count by 10s worksheet

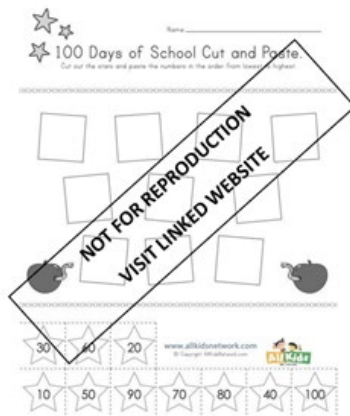
<https://cdn.thisreadingmama.com/wp-content/uploads/2020/01/CBA-100-TRM.pdf> (free download; includes worksheet samples below and many more)



<https://www.liveworksheets.com/w/en/math/811172> (free download)



<https://www.allkidsnetwork.com/worksheets/100th-day/100-days-worksheet-count-by-10s> (free download)



The Role of Literacy in History and Now

Subject/Course:	Social Studies
Books:	The Oldest Student: How Mary Walker Learned to Read, by Rita L. Hubbard

Standards and Lesson Objectives:

Pre-K Framework

- [Goal P-ATL 11](#). Child shows interest curiosity about the world around them
- [Goal P-LC 2](#). Child demonstrates an understanding and responds to increasingly complex communication and language from others
- [Goal P-LIT 2](#). Child demonstrates an understanding of how print is used (functions) and the rules that govern how print works (conventions)
- [Goal P-LIT 5](#). The child asks and answers questions about a book that was read aloud

K-2 Framework

- [NCES-Social Studies.K.H.1.1](#)

Explain ways in which people change over time

- [NCES-Social Studies.K.H.1.3](#)

Compare life in the past to life today within the home, community, and around the world

- [NCES-Social Studies.K.B.1.3](#)

Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities

- [NCES-Social Studies.1.H.1](#)

Explain how the experiences and achievements of people throughout history have helped contribute to change in various local communities and communities around the world over time

Planning and Preparations

- The tasks below describe work associated with reading a children's book about Mary Walker.
- Use standard classroom tools and supplies you have on hand such as a white/chalk/interactive board where you or the students can write out your ideas.

- Make sure to prepare your white/poster/chalk/interactive board with a line down the middle and on one side of the line write, "Life 100 years ago" and on the other side write, "Life today".
- Print off the "Reading in Everyday Life" worksheet, one for each student.
- Time in class for this activity will vary based on the tools used, the tasks chosen, and whether students work together as a class, in groups, or as individuals.
- Make sure to have videos pulled up and that they play. Some districts have firewalls that prevent certain youtube videos from playing.
- A variety of worksheets or activities for use in class or to take home are included.

Lesson Plan

Introduction

1. Discuss with the class that centenarians are individuals who are at least 100 years old.
2. As a class, read The Oldest Student: How Mary Walker Learned to Read.

Development

1. As a class, read The Oldest Student: How Mary Walker Learned to Read.
2. Next, as a class discuss these questions about Mary Walker and her life:
 - a. Who was Mary Walker?
 - b. What did she accomplish in her lifetime?
 - c. Why do her accomplishments matter?
 - d. What obstacles did she face?
 - e. What was Mary Walker like when she was 100+ years old? Did this surprise you? Why or why not?
 - f. What did you like about Mary Walker?
 - g. What lessons can we learn from Mary Walker?
3. You will need a poster board, dry-erase board, or smart board for the next activity. Draw a line down the middle. On one side of the line write at the top "Life 100 years ago" and on the other side write "Life today." As a class, think of some ideas and ways that life was different 100 years ago and how that is different from today. You could also add a section about what stays the same. Discuss what comes up as a class and why these changes occurred.
4. Finally, discuss the fact that people who were enslaved were kept from learning to read or write. Why would preventing people from learning to read and write be an issue? How did it affect Mary?
5. Next, use the worksheet below, "Reading in Everyday Life." Pass it out as a worksheet for individual work or fill it in as a class. The worksheet questions help students understand why reading is important and when reading is useful. Following the assignment discussion questions can be asked:
 - a. What might students who have a hard time reading experience?
 - b. What else would be challenging for someone who struggles to read?
 - c. What might things be like for someone if they could not read or write at 100 years old?

Closure

1. Let's return to an earlier question. Now that we have explored why reading is useful, why do you think people who were enslaved were kept from learning to read or write?
2. What lesson(s) can we learn from what we explored today with Mary Walker and reading?

Materials / Equipment:

- Poster board, Dry-Erase board, or smart board
- Dry-erase markers (if using dry-erase board)
- Worksheets (if doing individual work)
- If you do not have access to the book, a [read-along is available](#) on YouTube

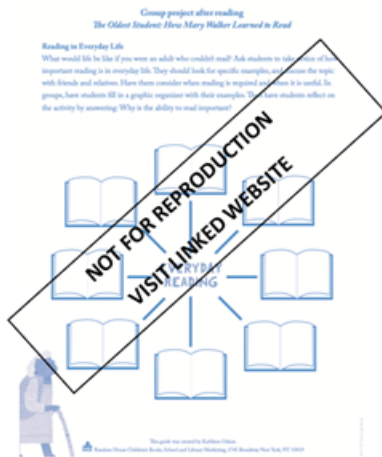
References:

- Odean, K. (n.d.). [The oldest student](#). Random House Children's Books.
- [The Oldest Student](#). (n.d.) Choose to Read Ohio Toolkit.
- [Read Aloud Picture Book](#) (2021, June 9). The oldest student: How Mary Walker learned to read - read aloud picture book | brightly storytime.

Take Home Tasks:

Ask the children to talk to an adult member of their family, asking questions such as: What is your favorite thing to read? What is your favorite thing to write? What was the first book you read? Why do you think reading and writing is important? How do you use reading and writing every day?

Projects for before, during, and after reading *The Oldest Student: How Mary Walker Learned to Read* https://assets.readbrihtly.com/wp-content/uploads/2020/01/the_oldest_student.pdf (free download; includes Reading in Everyday Life worksheet pictured below)



Health and Aging

Subject/Course:	Health Education
Books:	<i>Fauja Singh Keeps Going</i> by Simran Jeet Singh <i>One Hundred Steps: The Story of Captain Sir Tom Moore</i> by Captain Tom Moore

Standards and Lesson Objectives:

- [NCES.1.PCH.2](#)
Understand wellness, disease prevention, and recognition of symptoms
- [NCES.K.ATOD.1.3](#)
Identify adults and professionals who can be trusted to provide safety information about household products and medicine
- [NCES.2.MEH.1.4](#)
Explain the influence of peers, the media, and the family on feelings and emotions

Planning and Preparations

- The tasks below describe work associated with reading a children's book about Fauja Singh and/or Tom Moore.
- Use standard classroom tools and supplies you have on hand such as a white/chalk/interactive board where you or the students can write out your ideas.
- Make sure to prepare 2-3 centenarians that you can speak about, regarding their healthy habits. Take a look at this [Table of Centenarians](#) as a starting point. We encourage you to find centenarians who represent the students in your classroom.
- Research about food deserts. Click [here](#) to begin your research.
- Research about [environmental justice](#) and [point source pollution](#).
- Make sure you have the handwashing poster ready to use.
- For information on healthy eating habits and nutrition, see reference list below. Read these to add to your knowledge about healthy eating habits and nutrition.
- Time in class for this activity will vary based on the tools used, the tasks chosen, and whether students work together as a class, in groups, or as individuals.
- A variety of worksheets or activities for use in class or to take home are included.

Lesson Plan	
Introduction	
<ol style="list-style-type: none"> 1. Discuss with the class that centenarians are individuals who are at least 100 years old. 2. Read <i>Fauja Singh Keeps Going</i> or <i>One Hundred Steps: The Story of Captain Sir Tom Moore</i> 	
Development	
<ol style="list-style-type: none"> 1. Discuss healthy habits that centenarians could have to live to 100 years old. Healthy habits could include washing their hands, exercising, or eating healthy food. Highlight one or two centenarians who represent these healthy habits (e.g., Fauja Singh). Feel free to use the Table of Centenarians we have created to find more centenarian examples. (5 min) <ol style="list-style-type: none"> a. <i>Why do you think centenarians live for such a long time?</i> b. <i>What do you think are some of the things they do to stay healthy?</i> 2. Students need to learn that other things can influence health outside of their personal health behaviors. Genetics, family history, and social determinants of health all play a role in a person's health. These are the conditions of someone's environment such as where they live and their vicinity to point pollution and/or whether they live in a food desert, their education, how much money their family makes if they can visit the doctor, and their community support. Family health history also can play a role in a person's health. If family members have had a medical condition, then it could be something to be aware of in yourself too. 3. Next, discuss handwashing with the class. The CDC offers a handwashing poster that can be downloaded for free to hang up in the classroom or used as a visual guide for handwashing. 4. Why is washing our hands important? 5. When should we wash our hands? 6. What are the steps for washing our hands? <ol style="list-style-type: none"> a. Then review the steps together, which are: wet your hands, get soap, scrub your hands, rinse them off under the water, then dry them. 7. After discussing hand washing, move to exercise. Children should be exercising for at least 30 minutes a day. For a discussion with the class about exercise, ask: <ol style="list-style-type: none"> a. Why is exercise important? b. What are some different ways you can exercise? c. Who can you exercise with? 8. As a class, you can do an exercise together such as walking in place for 100 steps, having a 100-second dance party, or doing 100 jumping jacks. 9. For discussing healthy food habits, you can ask: <ol style="list-style-type: none"> a. Why is it important to eat healthy foods? b. What are some healthy foods that you like to eat? c. Do all people have equal access to healthy foods? 	

10. It is important to note to the class that all foods are okay to eat in moderation, but it is important to make sure you are eating enough fruits and vegetables. There is a healthy plate diagram attached to this lesson plan.

Closure

1. For the final activity, have students individually or as a class, come up with goals to enhance their health (consider challenging students to come up with healthy habits to live to 100). If done individually, students can write down on a piece of paper at least 4 things they plan to do for the rest of the school year to enhance their health. If done as a class, you can use a poster board and have the class come up with goals to enhance their health together for the rest of the school year. If done on a poster board, this can be displayed so they can see their goals and be reminded of them.

Materials / Equipment:

- Linked handwashing poster and diagram (if desired)
- *Fauja Singh Keeps Going* [read along](#) (42 min)
- Poster Board
- Markers
- Paper
- Pencils

References:

- Centers for Disease Control and Prevention. (2024, February 15). [Benefits of Healthy Eating for Children](#). Poster.
- Children's Hospital of Orange County. [How to Make Eating Healthy Fun for Kids and Teens](#). (2024, March 5).
- Bojang, K. P., & Manchana, V. (2023). Nutrition and healthy aging: A review. *Current Nutrition Reports*, 12(3), 369-375. <https://doi.org/10.1007/s13668-023-00473-0>

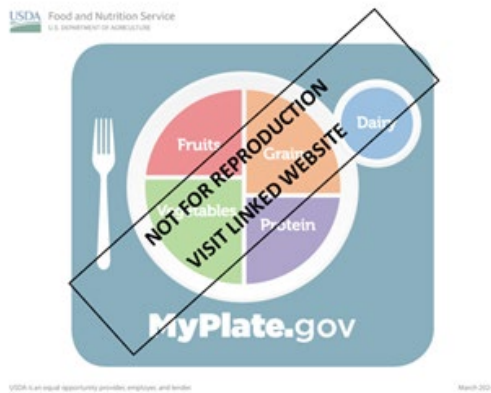
Take Home Tasks:

- If you want to include a take-home task, you can ask students to document at least one healthy choice or activity they incorporate at home every day for the week.

<https://www.cdc.gov/clean-hands/communication-resources/index.html> (free download)



<https://www.myplate.gov/resources/print-materials?page=3> (free download)



<https://www.allkidsnetwork.com/worksheets/food/healthy-eating/healthy-meal-writing-worksheet> (free download)



<https://www.teacherspayteachers.com/Product/My-Plate-Cut-and-Paste-265044?st=d677379431b3444621d12188a70e173e> (free download)



<https://www.mrsmerry.com/free-printable-healthy-habits-kids-activity/> (free download)



Exploring Life Cycles and Longevity

Subject/Course:	Science
Books:	<i>The Lobster Lady</i> by Barabara A. Walsh

Standards and Lesson Objectives

- [NCES.1.L.2.2](#)

Summarize the basic needs (including air, water, food, and habitat) of a variety of different animals for energy and growth.

- [NCES.2.L.1.1](#)

Summarize the life cycle of animals, developing into an adult, reproducing, aging, and death.

Planning and Preparations

- The tasks below describe work associated with reading a children's book about the Lobster Lady.
- The lesson is intended for 2nd Graders and can be used to teach life cycles and review what they learned in 1st Grade about the basic needs of living things. However, a 1st Grade teacher can teach this lesson and skip the life cycles portion of the lesson in order to solely focus on the basic needs of living things.
- Use standard classroom tools and supplies you have on hand such as a white/chalk/interactive board where you or the students can write out your ideas.
- Make sure to prepare envelopes with lobster life cycle pictures in each.
- Make sure to have hard copy cut outs of the lobster life cycle for you to use on a poster on electronic files to use on a powerpoint or interactive board.
- Have a coloring sheet printed out for each student.
- Time in class for this activity will vary based on the tools used, the tasks chosen, and whether students work together as a class, in groups, or as individuals.
- Make sure to have videos pulled up and that they play. Some districts have firewalls that prevent certain youtube videos from playing.
- A variety of worksheets or activities for use in class or to take home are included.

Lesson Plan

Introduction

1. Discuss with the class that centenarians are individuals who are at least 100 years old. Get students to respond to the following questions by either drawing or sharing their thoughts while you write them on the board.
 - a. *When you think about someone who is 100 years old, what images come to mind or how would you describe this person?*
 - i. *What do you think they look like?*
 - ii. *What do you think they are doing?*
 - iii. *Who do you think they are spending time with?*
 - iv. *Where do you think they live?*

Development

1. Read the book *The Lobster Lady* by Barbara A. Walsh. After reading the book, ask students the following questions:
 - a. We've been studying life cycles, can someone describe what we mean when we say life cycle?
 - b. What animals' life cycles have we explored so far?
 - c. Do you think lobsters have a life cycle too? Any ideas of what their life cycle might look like?
2. Let students know that today they will be exploring the life cycle of a lobster and comparing it to the other animals they've explored throughout this unit.
3. Using small groups (3-4 students in each group), hand out an envelope that has different pictures of the stages of a lobster's life cycle in it. Let students know their job is to try to determine the life cycle with the pictures in the envelope. Let them know they need to explain why they chose their final order.
4. As groups are working, the teacher should walk around, checking on student progress. Some possible questions:
 - a. What would you guess is the first stage and the last stage? Explain.
 - b. I see you put ____ as the second stage of the life cycle, what made you all decide that?
 - c. What are you looking at to decide the order?
 - d. How are you using information from other animal's life cycles to make decisions with the lobster life cycle?
5. After approximately 10 minutes, bring the class back together and have the different groups present what they decided was the life cycle of a lobster. During the group presentations, allow other groups to agree or disagree and ask questions. The teacher should also feel free to ask questions when groups are presenting.
6. Once all groups have presented their cycles, watch this video on the life cycle of lobsters: [Life Cycle of a Lobster](#). After watching the video, facilitate a class discussion about what was seen in the video and the cycles the students came

up with. Then, on your chalk/white/interactive board, show the life cycle using the same pictures students had in their envelopes, with aid from your students.

- a. Lobsters start as eggs which hatch into plankton
 - b. As plankton, they swim around, eat other plankton, and molt 3 times before looking like a full-grown lobster.
 - c. Each year lobsters molt, getting larger and getting a new shell each time.
 - d. After 5-7 years, lobsters mate.
 - e. Once a female lobster is full of eggs, they begin to release in the current, and the cycle begins again!
7. Now have students compare the lobster life cycle with an alternative organism depending on your classroom's science lessons (butterfly/chicken/frog).
8. Finally, compare each aspect of the lobster life cycle to the human life cycle.
- a. Lobsters start as eggs; humans start as newborn babies.
 - b. Lobsters become plankton that can swim around using their legs (not their tail like adult lobsters), and humans become babies/toddlers that can crawl around (not walk like adults)
 - c. Lobsters molt each year, but humans grow gradually. Lobsters molt 3 times before looking like adult lobsters, but humans grow for 16-18 years before looking like adults. Humans eventually stop growing, but lobsters can grow their whole lives!
 - d. Lobsters live on the ocean floor for 5-7 years before finding a mate, but humans find mates throughout adulthood, and some choose not to mate at all.
 - e. Humans typically have one baby at a time, but lobsters have thousands of eggs at a time, and the process begins again.
9. As an extension, if time allows, discuss what a lobster needs to live, and compare this to what a human needs to live.
- a. *Where do lobsters live?* Lobsters live on the ocean floor, using rocks and coral as hiding places to keep them safe from predators. *Where do humans live?* Humans can live in many different places and use many different materials. Some humans live in the city or out in the country. Humans can use various materials to try and keep where they live safe. Some use bricks and concrete for their homes. Others use wood and fabric.
 - i. *Teacher Note: Some of your students might be a part of a family that is unhoused or come from a culture where homes look different. Take care in your description of homes, making sure to not infer that all people have a roof over their head or the same type of roof over their head. You may use a phrase like, "Because there is unfairness in the world and because people sometimes come on hard times or because different cultures have different ways of living, not all human homes look like what we think about in our minds. We shouldn't look down on others who might not have a house or who might have a home that looks different from our home."*

- b. *What do lobsters eat?* Lobsters eat fish, worms, other crustaceans, and some plants. *What do humans eat?* Humans eat fruits, vegetables, and grains, some eat dairy, meat, and fish.
- c. *How do lobsters breathe?* Lobsters have gills, like fish, that help them get oxygen from the seawater as it flows through them. *How do humans breathe?* Humans breathe air through their mouths and noses into their lungs.
- d. *Do they need sunlight?* No, lobsters live on the ocean floor, so they don't rely on the sunlight, but humans benefit from going outside and spending time in the sun.
- e. *What else do humans and lobsters need to live?* Humans need social and emotional connections to live and thrive. They need their friends, family, community, and hobbies to feel fulfilled, but most lobsters live alone and do not rely on social interaction with other lobsters beyond mating.
- f. *How long do they live?* Lobsters can live for 40-50 years and humans live about 80 years on average. Just like humans, some lobsters can live longer, but it depends on how healthy they are and their genetics. This is a good time to discuss that not every person can live to be a centenarian, even if they are healthy, there are factors such as genetics that allow some to live longer.

10. Using this [coloring sheet](#):

- a. Have the students decorate the lobster shell with their favorite activities, hobbies, interests, etc.
- b. Once the shells are decorated, discuss how every year a lobster molts and grows a new shell, similar to how human interests and hobbies might change as they grow older. Just like lobsters always have a shell, humans will always have interests and hobbies, even in later life as older adults. This is a good time to return to *The Lobster Lady* and discuss how she had an interest in lobster fishing into old age.
- c. Ask the students:
 - i. *What do you think your interests will be when you get older?*
 - ii. *What are the interests/hobbies of some older people in your life?*

Closure

- 1. At the end of the session, you can incorporate a closing activity to gauge understanding and thoughts from the lesson. This can be done by asking a few closing questions such as
 - a. *What is something you learned about aging from this activity?*
 - b. *Did anything surprise you about what you saw or heard in the book or video?*
 - c. *How would you describe what it means to be a centenarian? Or: How would you describe a centenarian? How will you use what you learned in the future?*
 - i. *Circle back to the questions asked at the beginning of the lesson to elicit more student thinking.*

- d. *How are the centenarians different and/or similar to older people you know?*
- e. *Get students to think about the questions you asked at the beginning of the lesson and respond to it now after going through this lesson.*

Materials / Equipment

- Interactive board, projector, or poster board for the compare and contrast activity
- Writing Utensil: Pencils/Pens/Markers/Crayons
- Printed lobster coloring sheets

References

- [Life Cycle of a Lobster](#) - video for kids describing the life cycle of a lobster
- [Kids encyclopedia page](#) on lobsters with age-appropriate information on lobster life cycles, habitat, eating habits, etc.
- Free lobster [coloring page](#)
- [Lobster life cycle pictures resource page](#).

Active Aging: Movement and Centenarians

Subject/Course:	Science & Health Education
Books:	<i>One Hundred Steps: The Story of Captain Sir Tom Moore</i> by Captain Tom Moore, <i>Fauja Singh Keeps Going</i> by Simran Jeet Singh

Planning and Preparations

- The tasks below describe work associated with reading children's books about Tom Moore and Fauja Singh.
- Use standard classroom tools and supplies you have on hand such as a white/chalk/interactive board where you or the students can write out your ideas.
- Make sure to prepare your anchor chart if you choose to use one. The anchor chart should have the movement words and corresponding pictures that represent the movements. You can have the words and pictures covered until you and the students mention each and then you can reveal. You can do this with a powerpoint or interactive board as well.
- Make sure to have videos pulled up and that they play. Some districts have firewalls that prevent certain youtube videos from playing.
- Time in class for this activity will vary based on the tools used, the tasks chosen, and whether students work together as a class, in groups, or as individuals.

Standards and Lesson Objectives

- [NCES.K.P.1.2](#)
Give examples of different ways objects and organisms move (including falling to the ground when dropped):
 - Straight
 - Zigzag
 - Round and round
 - Back and forth
 - Fast and slow
- [NCES.1.NPA.3.1](#)
Recognize the benefits of physical activity.
- [NCES.1.NPA.3.2](#)
Recall fitness and recreation activities that can be used during out-of-school hours.
- [NCES.2.NPA.1.3](#)
Classify activities in terms of their appropriateness for a healthy lifestyle.

- [NCES.PE.K.MS.1.1](#)

Execute recognizable forms of the basic locomotor skills.

Lesson Plan

Introduction

1. Discuss with the class that centenarians are individuals who are at least 100 years old. Get students to respond to the following questions by either drawing or sharing their thoughts while you write them on the board.
 - a. *When you think about someone who is 100 years old, what images come to mind or how would you describe this person?*
 - i. *What do you think they look like?*
 - ii. *What do you think they are doing?*
 - iii. *Who do you think they are spending time with?*
 - iv. *Where do you think they live?*

Development

1. Let the students know that today they will be continuing to explore movement and connecting movement to centenarians. Ask them the following questions:
 - a. What are different ways objects and organisms can move?
 - b. You all mentioned objects and organisms can move in a straight line, is that the only way objects can move?
 - c. What about in a race, do all people get to the finish line at the same time? What does this tell us about movement?
2. Write down students' thoughts on the board or anchor chart and let them know they are going to hear about two centenarians and how they move. You want them to pay attention to the different ways they move.
3. Read the books *Captain Tom Moore One Hundred Steps* and *Fauja Singh Keeps Going* with/to the class or use the YouTube read-along video. Allow approximately five minutes to read each book.
4. After reading the books, discuss the ways that the centenarians moved. *Were they fast? Slow? Did they run/walk in a straight line? Zig-Zag? Did Captain Moore go round and round?* To help them understand the movements, have them trace them in the air using their fingers while discussing the different types of movement. Write down students' observations on the board or anchor chart and match them with a pictorial representation of the word. Continue this into the next section/discussion of video with other centenarians.
5. Show one or more of these videos of centenarians engaging in different types of movement:
 - a. [Centenarian runners breaking records](#) - (1 min)
 - b. [Centenarian dancing to live music](#) - (1 min)
 - c. [Centenarian yoga teacher](#) - includes both interview and in-action clips (5 min)
6. After each video, ask the students to describe the different movements of the centenarian, using similar questions to those above.

7. Make sure that at the end of this portion of the lesson, movement words and pictures representing the movement words are written down on an anchor chart or chalk/white/interactive board.

Closure

1. Follow this yoga lesson as a class: [Yoga for kids with animals - Smile and Learn](#)
 - a. After the lesson, ask the students questions about how they moved and how the animals in the video moved, referencing the descriptions of movement in the standard.

Materials / Equipment

- Interactive board, projector, or poster board to write descriptions of movement
- Open space for the yoga lesson, mats if available.

References

- Captain Tom Moore One Hundred Steps [read along](#) (9 min)
- Fauja Singh Keeps Going [read along](#) (42 min)
- [Centenarian runners](#) video breaking records (1 min)
- [Centenarian dancing](#) along to live music (1 min)
- [Centenarian yoga teacher](#) video includes both interview and in-action clips (5 min)
- [Yoga for kids with animals - Smile and Learn](#)

Earning Money: Then, Now, in the Future

Subject/Course:	Math/Financial Literacy
Books:	<i>The Oldest Student: How Mary Walker Learned to Read</i> , by Rita L. Hubbard, <i>One Hundred Steps: The Story of Captain Sir Tom Moore</i> by Captain Tom Moore

Standards and Lesson Objectives:

- [CEE-NSPFE-4-1b](#)

Discuss the types of knowledge, skills, interests, and experience required for different types of jobs.

- [CEE-NSPFE-4-2a](#)

Give examples of how an individual's knowledge, skills, and experience could affect their ability to earn income.

- [CEE-NSPFE-4-2b](#)

Brainstorm ways to improve one's ability to earn income

Lesson Plan

Introduction

1. Discuss with the class that centenarians are individuals who are at least 100 years old. Get students to respond to the following questions by either drawing or sharing their thoughts while you write them on the board.
 - . *When you think about someone who is 100 years old, what images come to mind or how would you describe this person?*
 - . *What do you think they look like?*
 - . *What do you think they are doing?*
 - . *Who do you think they are spending time with?*
 - . *Where do you think they live?*
2. Let the students know that today's lesson will focus on earning money. Ask the students questions that assess what they know about earning money.
 1. *What are different ways people earn money?*
 2. *What do you all think might affect a person's ability to make money?*
 3. *How might people improve the amount of money they get paid?*

Development

1. Choose one of the following books to read: 1) *Captain Tom Moore One Hundred Steps* or 2) *The Oldest Student: How Mary Walker Learned to Read* or use the YouTube read-along videos.

2. Promptly after the book or during the reading, ask questions about the story to focus students on important financial aspects of the story. Allow students to ask clarifying questions to stimulate critical thinking. Questions might include:
 - A. *Who is the main character in this story?*
 - B. *What types of jobs were just listed for ____ and ____?*
 - C. *How much do you think ____ was paid for this job?*
 - D. *What kinds of skills do you think a person doing their job requires?*
 - E. *What skills does or doesn't the main character have to get a better job?*
 - F. *What jobs were available for _____ 100 years ago?*
3. After reading each book and having the Q&A session described in #2, engage in a whole-class exploration to look up different types of jobs mentioned in the book and the corresponding [skills, knowledge, experience needed for that job](#) and how much each type of job is paid. The teacher can do this on an anchor chart or a chalk/white/interactive board. Either draw a table on an anchor chart or have a table on the chalk/white/interactive board with columns job, skills, knowledge, experience, pay.
 - A. If the teacher desires, they can compare the pay of these jobs 100 years ago and currently by adding a column to the table. The teacher can show a [short video](#) comparing working 100 years ago to more contemporary times before filling out the table on comparing pay. The teacher can also use [additional websites](#) to see what jobs 100 years ago are paying now.
4. As the teacher completes the chart with the whole class, allow students to ask questions about the different jobs.
5. After filling out the chart, ask students if any of the jobs mentioned in the books and on the chart interest them and ask them to explain why they are interested in a particular job. Allow students to reflect on what skills, knowledge, experiences they will need to try to obtain to get the job they are interested in.
 - A. The teacher can follow up with questions like,
 - a. *"How might you improve your ability to increase the money you get paid in the future?"*
 - b. *"In our history and currently, gender—whether someone identifies as male, female, non-binary, or other—and race can impact job access and job pay. What jobs were available to Mary Walker in the story? Why do you think these were the only jobs available to her?"*
6. Make sure to circle back to the table you all made and look at what characteristics are common on the table for making more money.
7. **Social Awareness:** Bring students' attention to the jobs that were available to Mary Walker vs. ones that were available to Tom Moore.
 - a. Teacher can ask the questions: *"What jobs were available to Mary Walker in the story? Why do you think these were the only jobs available to her? Why do you think there's a difference in what jobs were accessible to Tom and Mary?"*

b. *"Is it fair that someone's race or gender is used to keep them out of certain jobs or to pay them less?"*

8. Teacher tells the students that in our history and currently, gender—whether someone identifies as male, female, non-binary, or other—and race can impact job access and job pay. Teacher explains why this isn't fair practice.

9. Teacher shows infographics regarding [gender pay gaps](#) and [race pay gaps](#) and asks students questions about patterns they see in the infographics. This should be done as a whole-class, so the teacher can facilitate discussion and guide students as needed through the information on the infographic.

a. Teacher asks: *"What are some ideas we can brainstorm for ways to improve this issue, so that when you are all older, you have equal pay and equal job access?"*

Closure

1. Ask a few closing questions to gauge student understanding, such as:

- A. *What is something you learned about making money?*
- B. *Did anything surprise you about what you learned today?*
- C. *How is the workforce different today than it was 100 years ago?*
- D. *What kinds of jobs that exist today do you think will not be around 100 years from now?*
- E. *What jobs might exist 100 years from now that don't exist today?*

Possible Supplemental Activities

These are activities that can be incorporated into the lesson if time allows or given as a take-home task:

- [Captain Tom Moore Activities](#)
- [Centenarian yoga teacher](#) includes both interview and in-action clips (5 min)
- [99 year-old WWII veteran exercise enthusiast](#) - located in Raleigh, NC (2 min)
- [Centenarian lawyer continuing to work](#) (3 min)
- [Centenarian driver](#) (2 min)
- [Possible future jobs](#)
- [Earning and spending money activity](#)
- [Additional Financial Literacy Activities](#)

Resources for Teachers

Dress-Up Options

If dressing as a 100-year-old remains a priority for your classroom, consider using a targeted approach to recognize centenarians positively, realistically, and respectfully.

Educate students on centenarians (individuals who are or have lived at least 100 years old) and give examples of actual centenarians (see [Table of Centenarians](#) for examples) and their careers or hobbies. Allow students the opportunity to dress up as one of these people on the 100th day of school. Showing short video clips may help inspire students to dress up like a centenarian they relate to, for example, because they share hobbies, or the student is interested in pursuing the centenarian's career path. Recommend that students bring in a reference photo and focus their attire on the centenarian's accomplishments, interests, or hobbies rather than their physical appearance in late life. On the day that they dress up, allow each student to share who they chose to dress up as and why.

[Memo from Teacher to Parents](#) - short suggested memo encouraging parents to follow positive aging dress-up

[Letters](#) from a parent to the School Board and a parent to the Principal

Conversation Points for Teachers to Students

"I like dressing up for the 100th Day of School. It is fun to dress up like an old person!"

1. I understand that it is fun to dress up. I love to dress up!
2. But there is a more appropriate way to dress up like an older person instead of walking slowly, humped over, and with a cane. That is a negative way to show the experiences of only a small number of people and what might be a very small part of someone's life.
3. We can still dress up like an older person, but in a way that celebrates someone's whole life, not just their years as a centenarian.
4. If you want to dress like "Frank" who was an athlete and won the race in the Olympics, then dress in a way that represents a larger part of Frank's life, maybe as an athlete. Dressing up as an athlete is still fun and you can tell the whole class why you dressed like Frank.
5. There are many different kinds of older adults with different personalities, hobbies, passions, achievements, fashion senses, beliefs, and ways of life, and everyone is different.
6. Each student is different. Even though you are all in 1st grade, you each enjoy something that is unique to you. Centenarians are unique, too – let's celebrate what makes us all unique.

7. As a class, we are going to talk about a few other examples of people who are over 100 and it will give you some ideas for how you might dress up.

"I have dressed up as an older person before. Does that mean I am a harmful/bad person?"

1. No, you are not a bad person if you have tried to dress like an older person before.
2. No one was trying to be mean on purpose if they dressed up and acted like what they thought an older person might look like. The great part about growing in life and becoming more educated is that we can learn from our past and make better decisions for our future!
3. We are not defined by what we have done before, and we can always aim to do better no matter who we are.

"What is so bad about dressing up like an older person? It is not hurting anybody."

1. It can be harmful to ourselves and others when we try to dress up like a stereotype of a group of people.
2. Older people are a group of unique and diverse individuals. Just like our class, older people are a group of unique and diverse individuals. Because of this, there are so many interesting, creative ways to celebrate and honor someone who has lived a long time. The way we dress up for the 100th day of school is an opportunity for us to show older people as they are - a unique, diverse group of individuals.
3. If everyone dresses up as "little old Grandpa" who gets lost and has fake teeth, then the whole school may think it is funny and laugh at the person. Is it right to laugh at someone in real life? "No."
4. So, we are not going to do it in school either.
5. We are going to celebrate centenarians and all older people!

Conversation Guide for Live Centenarian Interview

Preparation

- To think about:
 - Will this be virtual or face-to-face? You will want to plan accordingly. Don't assume that your centenarian friend can't do a virtual interview. Zoom has become commonplace for many of us.
 - Will this be with the class or with the teacher only ahead of time?
- If you invite the person to your classroom, in-person or virtually, be sure to ask *How long would they like to stay?* A ten-minute visit may fit into your schedule but not make their effort worthwhile. Consider everything it takes to get there.
- Be careful how you address their availability. Do not assume they have unlimited time or that they get tired easily. They may have somewhere to be.

- Provide them with a comfortable seat and water if they come to your classroom.
- Keep in mind that centenarians can be amazing storytellers and some of the questions may invite stories instead of short answers.

Choosing Questions

Here are some possible questions. You could let your students pick their favorite questions or let students pick them out of a hat. This is a wonderful way to let the students feel involved in the experience.

1. Tell us about where you grew up.
2. Tell us about the pets you've had in your life.
3. What are your favorite hobbies?
4. What career(s) did/do you have?
5. What historical events made an impact on your life and how so?
6. What brings you joy/happiness?
7. What are your favorite foods?
8. Who is your favorite person to spend time with? What do you like to do with them?
9. What was your most and least favorite subject in school?
10. What is your favorite place to take a vacation?
11. What do you look forward to tomorrow?
12. What is your favorite holiday? Why?
13. What is the best advice you can give to us?
14. What is your favorite movie? TV show? Book?
15. Did you ever think you'd live to be 100?
16. What is the greatest thing about being your age?
17. Have others in your family lived to be 100?
18. Is there something you'd like to share with us that we haven't asked about?

Videos and Activities for Students

Please preview for appropriateness for your class

[National Center to Reframe Aging "Frame of Mind" Video Series](#) Includes several 2-minute videos about the principles of reframing aging. [The Why and How of Reframing Aging](#) may be of particular interest.

[UGA Centenarian](#) study 20/20 segment explains 4 common traits of centenarians with real examples and interviews with centenarians (13 min)

[Centenarians Guide to Longevity](#) Describes Loma Linda, CA Blue Zone and includes an interview with a local centenarian who shares his ideas about why he has lived so long (3 min)

Dan Buettner's [Ted Talk](#) Captures an engaging discussion and in-depth explanation of Blue Zones; the diet, exercise, and lifestyle habits of centenarians in these areas (19 min)

[Life Lessons from 100 Year Olds](#) Interviews of three centenarians from the UK discussing their lives and how they feel about being over 100 years old (13 min)

Centenarian "[Nonnie](#)" was interviewed after a video of her 102nd birthday went viral. The video walks through her daily routines, shows interactions with family, and she offers life advice (18 min).

[How to Talk to Old People](#) is a brief interview with Grandma Eileen, who is 100 years old and shares the questions she likes to be asked and her ideas for how best to interact with older adults (4 min.).

[Centenarian interview](#) about reaching 100, she answers questions about diet, exercise, career, money management, her past, and her philosophies about life (18 min).

[Centenarian Stories](#) (several stories here that might be useful) Various interviews of Centenarians sharing life stories, some videos others just audio, 13 total centenarians included with a variety of occupations and lifestyles.

[Change the Way You Think about Age](#) (Start at 1:30 for interviews) UN interviews of centenarians answering questions about the experience of being over 100 and their plans for the future (11 min.).

[Maine's 'Lobster Lady' turns 103 on Tuesday](#) News clip of Lobster Lady's 103rd birthday shows her in action fishing for lobsters with her son and discussing her plans to continue (1 min).

[I Can Count to 100 | Move and Count to 100! | Jack Hartmann](#) Jack Hartmann makes interactive videos for kids that include songs and movement. He has numerous videos based around counting to 100 (5 min).

[Activity ideas](#) - Four 100th-day-of-school activity ideas that promote positive views of aging, including a book list.

[SeeSaw Activity](#) is meant to be paired with reading Fauja Singh Keeps Going. The different slides vary in the difficulty of activities, but this could be adapted to suit a range of grade levels. The activities on slides 1, 2, 6, 7, 8, and 12 may be better for younger students whereas slides 3, 4, 5, 9, 10, and 11 would be more engaging for older students.

Additional Worksheets

<https://www.classroomdoodles.com/uploads/2/6/1/6/26162462/100thcircles.pdf>



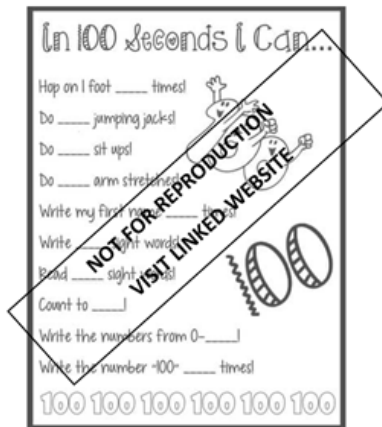
<https://www.pinterest.com/pin/100th-day-of-school-activities-and-printables-for-k2--7810999327791371/>



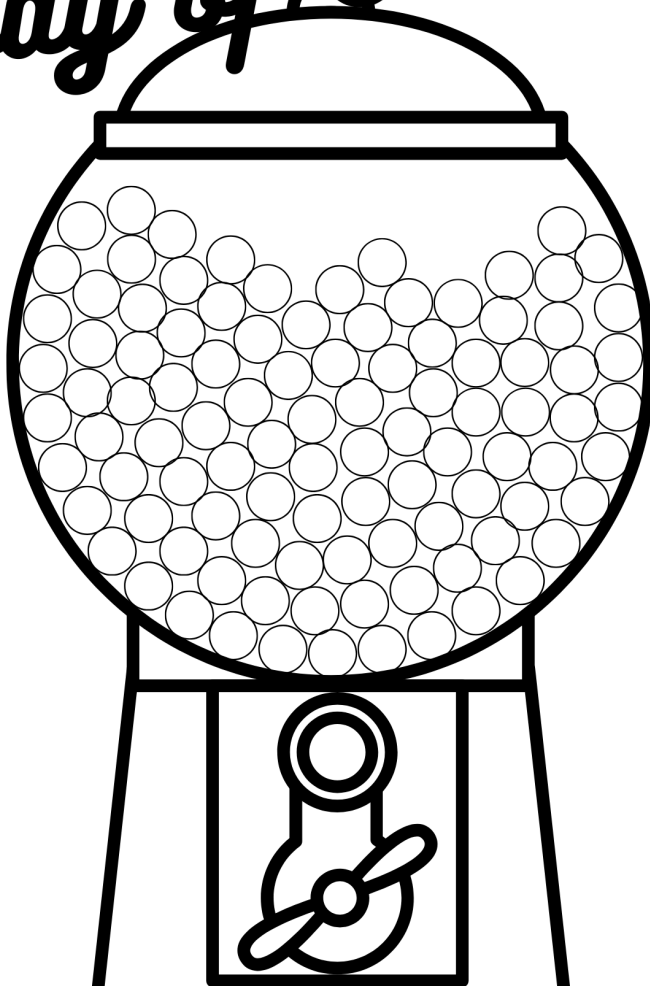
<https://homemadeheather.com/100-day-color-by-number-printables/>



<https://www.teacherspayteachers.com/Product/100th-Day-of-School-Activity-3862489>



*100th
Day of School!*



Note: This gumball machine image was created by the toolkit authors and is free to use, print, etc.

Other Useful Resources

Children's Literature

- Blog post with [Librarian recommendations](#)
- [Age, Aging, and Ageism](#) book recommendations
- A [list of books \(with a summary and review\)](#) that tackle ageism, intergenerational bonds, and Alzheimer's.
- A curated [list of children's books](#) that convey positive messages about aging and older adults, includes summaries of each book and ISBN.

Websites

- [Awards](#) – Past recipients list of Best Children's Literature on Aging award
- A is for Aging, B is for Books: A blog about [positive images of aging in children's literature](#). McDivitt is a writer focused on positive representations of aging, her website includes a blog with reviews of books and a list of educational resources on aging. See in particular her post on [100 Picture Books: An age-positive way to celebrate 100 days of school](#).
- Compelling blog post about a [parent's viewpoint](#) experiencing the 100th day of school dress-up activity including how they advocated for older adults. This also includes positive examples of centenarians.
- [Post Suggesting Reframing 100th Day](#) - LinkedIn post discussing the 100th day of school dress-up activity and giving a celebratory example of aging.
- A short [call-to-action blog post](#) brings awareness to the dress-like-a-100-year-old trend in schools, encouraging people to speak out against it. A sample letter that can be sent to administration is at the end.
- [ChairRocks Call to Action](#) - Short blog post describing why the 100th day of school dress-up activity is harmful including a call to action letter and image examples of activities, including [graphics](#) for the campaign.
- [Journal article](#) describing the significance of positive representations of aging in children's literature and how it can prepare them for successful aging.

News articles

- [Tuskegee Airman Charles McGee dead at 102](#) – Video from 2019 celebrating one of the last living Tuskegee Airmen's 100th birthday (he later died at 102 on 1/16/2022) and news story about his passing.
- A short [news story](#) about a 105-year-old woman setting a world record for the 100-meter dash at senior games in Louisiana.
- [Wellness Advice from Centenarians](#) - an article from the Washington Post
- [The oldest living American veteran of World War II dies at 112](#) - News story about the oldest WWII veteran who died on 1/5/2022. Includes quotes from

family, stories about his war experiences, and how his daughter is preserving his achievements

Videos/films

- [Beverly Cleary](#) on turning 100, video describes her journey to becoming an author and her thoughts on becoming a centenarian (5 min).
- [Lives Well Lived](#); the filmmaker, Sky Bergman, was inspired to make this film by her 103-year-old Grandmother who appears in the film (55 min).
- [Looking Forward at 100](#) - film mostly consists of interviews with centenarians telling stories about their lives, giving their life philosophies about being over 100 years old, and talking about their future plans (31 min).
- [Live to 100 Secrets of the Blue Zones](#) (must have Netflix account to access) - Netflix docuseries about Blue Zones where Dan Buettner travels to these areas to learn about their lifestyle.

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