

# Student Gives Up Time for Elderly

Student 3: Low Merit

NZQA Intended for teacher use only

By J \_\_\_\_\_ S \_\_\_\_\_ (3)

[Student name] spends much of her free time in a rest home, making friends, sitting in rocking chairs and going for walks **(1)**.

However, 15 year old [Student name] is not a resident of the sunny [name of rest home] but an [school name] volunteer who visits the Epsom based rest home on weekends **(2)**.

“It has always been a big focus in my life to help others who are in need,” [Student name] explains, when asked why she doesn’t spend her more of her free time with friends. “[Manager’s name] had a set of rules called the [name] which spoke to me. I thought it provided the residents with love, instead of having them institutionalized. It appealed to what I want to do for the elderly” **(5)**.

The [name] is a non-profit organization dedicated to improving the life of elders within rest homes. It believes the three main problems in rest homes are loneliness, helplessness, and boredom. The Alternative has 10 rules which it believes in, such as: “Medical treatment should be the servant of genuine human caring, never its master” and “Loving companionship is the antidote to loneliness. Elders deserve easy access to human and animal companionship.”

[Manager’s name] has taken on the values of the [name] and has strived to make their rest home a happier place for its residents. [Student name] says that she loves the atmosphere of the place and believes that the rules they follow are working.

She also thinks that her experience in [rest home name] will help in her future. “I have really developed my communication skills,” she says, thinking ahead. “I hope to study law and so strong communication will great” **(5)**.

[Student name] spends a lot of time talking with those who have hearing or memory loss and her skills can be applied to real life **(4)**.