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## Welcome Phoenix Teaching Artists!

**As you come in, add your voice to the public chat:**

- + Name
- + Artform(s)
- + Location
- + Something beautiful you can see out your window or in your space

*Please have paper or a notebook and pen available*



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# Creative Aging Foundations for Teaching Artists

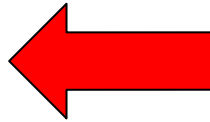
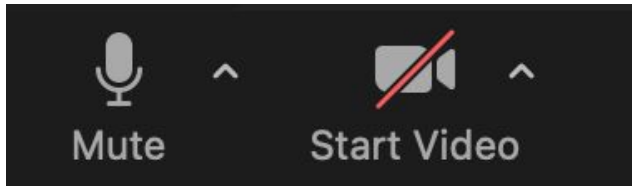
Phoenix Center for the Arts

**Day One:** Monday, October 2, 2023

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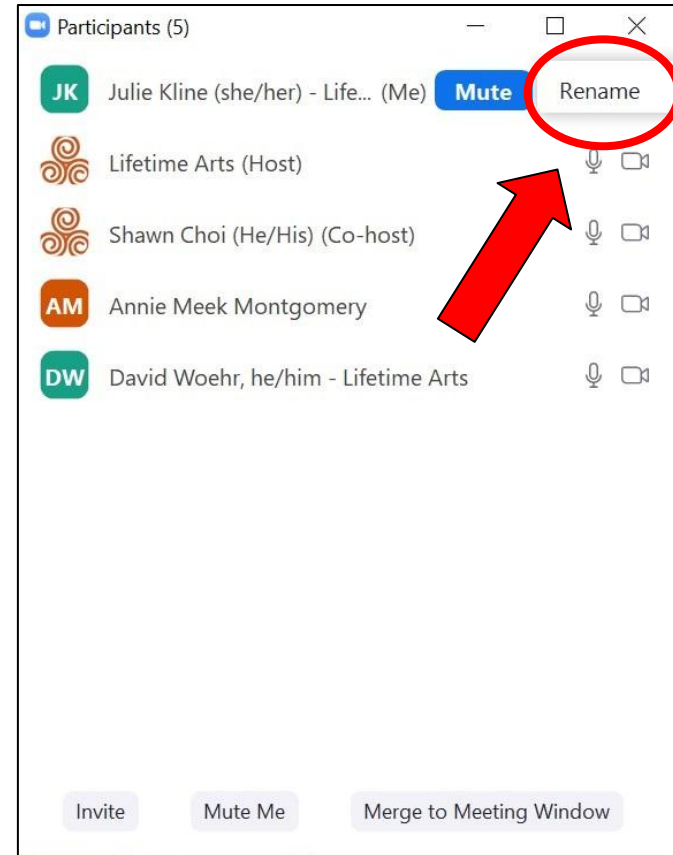
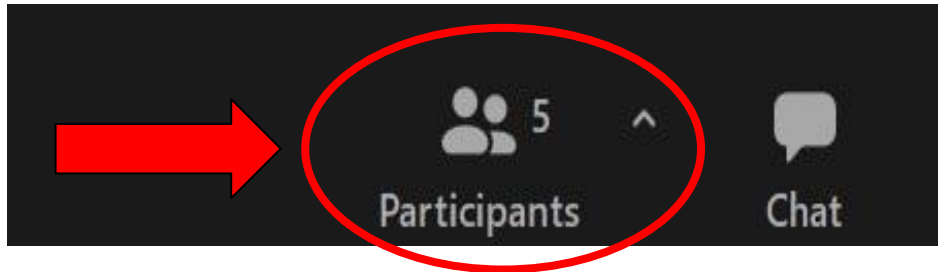
## Zoom Protocols

- + Please keep cameras on (if possible)
- + Microphones muted unless called upon to share
- + You can **mute/unmute** and/or **start/stop** your video by clicking the two icons in the bottom left of your screen.



## Zoom Protocols

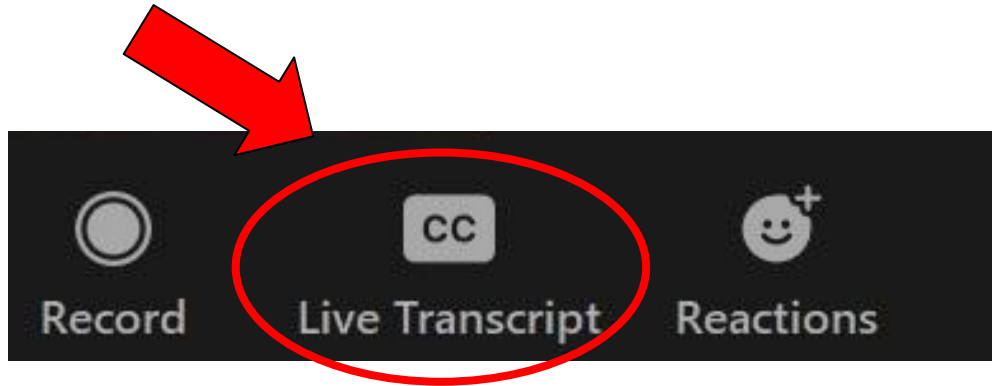
- + To rename yourself, click the “**Participants**” icon at the bottom of your screen.
- + Then, click the “**Rename**” button in the participants tab.



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## Zoom Protocols

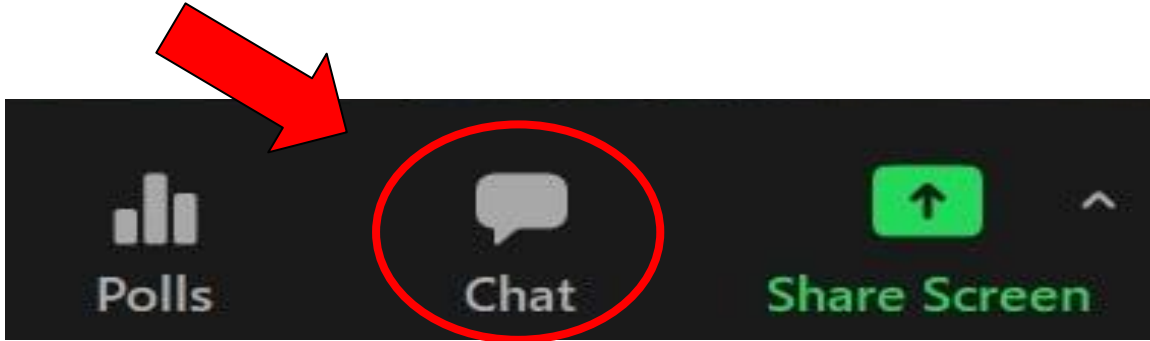
- + Click the “**CC**” button on the toolbar at the bottom of your zoom screen and turn it to show.



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## Zoom Protocols

- + If you have questions, please click the “**Chat**” icon at the bottom of your screen.



# Lifetime Arts Portal

- + Prep Work
- + Training Description
- + Lifetime Arts Staff + Trainer Bios
- + Post-Training Resources
- + Post-Training Evaluation

## Creative Aging Foundations Training

0% COMPLETE 0/0 Steps

10am-12pm EST

Welcome! We are thrilled to have this opportunity to work with you. We are looking forward to meeting you. We have a lot to cover over the three sessions, so please plan to join each day on time and take notes.

### What you need to know:

- Please use the Zoom link below to join all three days of training
- We have specified some light, yet key pre-work for each session
- All presentation decks will be made available for your convenience

[JOIN TRAINING VIA ZOOM](#)

Use the **DAY 1, 2, 3** buttons below to navigate to each day's session materials:

[DAY 1](#)

[DAY 2](#)

[DAY 3](#)

[TRAINING DESCRIPTION](#) | [TRAINER BIOS](#)  
[POST-TRAINING RESOURCES](#)

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## Introductions



**Dane Stauffer**  
Lifetime Arts Trainer



**Antonia Perez**  
Lifetime Arts Trainer





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## Community Agreements

- + Be present
- + Limit distractions
- + Take care of yourself
- + Hold space for one another
- + Share only what feels comfortable
- + Sharing will be anonymous

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**Sandra Bassett**  
**Chief Executive Director**



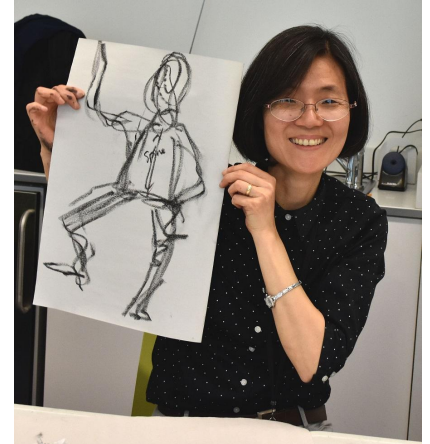


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# Lifetime Arts

**Founded in 2008**

A nonprofit arts service organization that offers a positive, modern, artistic and social lens through which to serve, inspire and engage America's growing population of older adults.



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## Goals and Agenda

Be prepared in all aspects of designing and implementing a creative aging program.

### **Agenda:**

- + Ageism exploration
- + Break
- + Creative aging arts education model
- + Break
- + Older adult learners and S.A.F.E. planning
- + Q&A and wrap-up



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## Ageism Workshop



## Check in With Yourself

**What age do you feel like on the inside today?**



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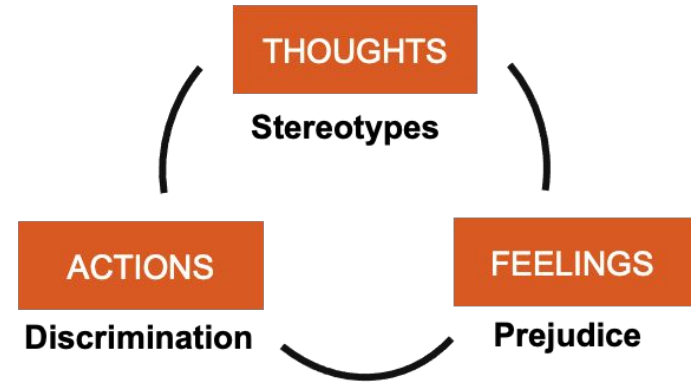
# Ageism Defined

## Ageism refers to:

Stereotypes → how we think

Prejudice → how we feel

Discrimination → how we act



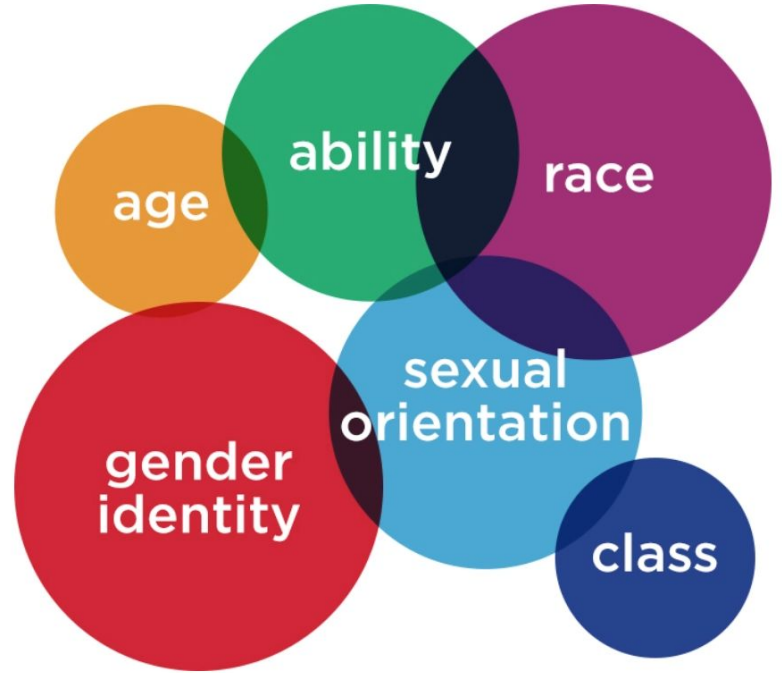
Directed towards people on the basis of age

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## Intersectionality

“ What happens when we think about how ageism intersects with other forms of disempowerment like racism and patriarchy, and heterosexism? ”

– Kimberlé Crenshaw







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## Ashton Applewhite

**“ It’s ageism, far more than the passage of time, that makes growing older harder for all of us. ”**



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## Breakout Group Discussion Topics

- + What is something new from Ashton's video that you hadn't thought of before?
- + Where have you seen ageism in your life?

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# Share Out





**Break**



Lifetime Arts

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## The Creative Aging Program Model





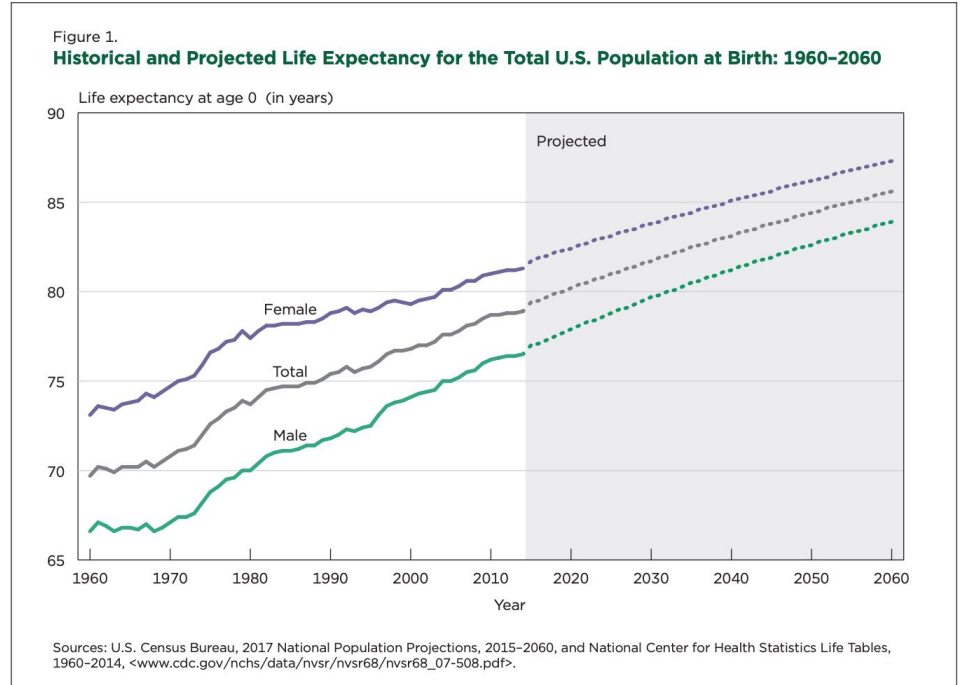
# Why is Everybody Talking About Aging?

## By the year 2030:

- + 21% of Americans will be aged 55+

## By the year 2060:

- + More 60+ adults than adolescents aged 10-24
- + Number of people aged 80+ will **TRIPLE!**



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## Equity and Older Adults

**Persons identifying as BIPOC and/or LGBTQIA+ constitute a significant and rapidly growing portion of the older adult population in the U.S.**

- + **BIPOC:** Black, Indigenous, and people of color
- + **LGBTQIA+:** Lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual.
  - + Anyone whose sexuality is not heterosexual or whose gender identity is not based on a traditional gender binary

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## Terminology

### Using the term “older adults” to describe 55+

- + More inclusive terminology vs. “seniors” or “elderly”
- + Terminology can be culturally specific
- + Check in with your community on how they would like to be identified





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## What is Creative Aging?

### **Arts education for older adults.**

Using the arts to improve the quality of life for older adults through creative expression and social engagement.

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## Creative Aging Areas of Practice

### Arts Education Programs

- + Goals are:
  - Instructional
  - Sequential skill-building
  - Art creation
- + Participants **self-select** to participate

### Therapeutic Programs

- + Goals are:
  - Treatment
  - Recovery
  - Rehabilitation
- + Families, caregivers, and professionals refer older adults to programs

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## The Creativity and Aging Study

- + Led by Dr. Gene Cohen at George Washington University in 2006
- + Took place over 3 years
- + Conducted in NYC (Brooklyn), San Francisco & Washington, DC
- + Age range: 65-103 years old
  - **Control group**—participated in usual activities
  - **Intervention group**—participated in professionally conducted arts programs



(Cohen, 2006)

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## The Creativity and Aging Study

### Results:

- + Less medication
- + Fewer doctor visits
- + Elevated mood
- + More independent functioning
- + Reduce need for long-term care
- + Less depression, loneliness
- + More activities



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## Mastery & Social Engagement

Through these creative aging elements, older adults can **learn something new**—or more in-depth—and **make friends** in the process.

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## Creative Aging Arts Education Components

### **A creative aging program:**

- + Is an art class (visual, performing, literary or music)
- + Is taught by a professional teaching artist
- + Has at least 8 sessions that are at least 90 minutes in length
- + Includes skill-building and sequential learning
- + Has a planned culminating event

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## Best Practices in Creative Aging

- + Goal: at least 10 participants in each class
- + Registration required
- + Free or fee-based
- + Participants should be encouraged to come **every week**



**20/20/20 Break**







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## Older Adult Learners and S.A.F.E Planning & Practice

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## What's Different About Adult Learners?

### **Adults:**

- + Autonomous & self directed
- + Lifetime of experience & knowledge
- + Goal-oriented
- + Practical

## Natural Physical Changes During Aging

Potential Physical Change	Potential Result
Nervous system slows down	Balance problems & slower reflexes
Muscle & lung tissue changes	Decreased lung efficiency
Sensory losses	Vision & hearing loss
Bone loss	Decreased strength, speed & endurance
More medications	More adverse side effects
Changes in sexual function	The capacity for sexual activity & response is retained well into old age

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## Universal Design for Learning

Provide multiple means of:

+ **Engagement**

The WHY of learning

+ **Representation**

The WHAT of learning

+ **Action & Expression**

The HOW of learning

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## Social Isolation

- + Can shorten life expectancy by 15 years
- + Increased risk of dementia and other serious medical conditions
- + Increased for immigrants, LGBTQIA+, BIPOC older adults



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## Social and Emotional Changes

**The natural process of aging can cause:**

- + Financial worries
- + Loneliness & social isolation
- + The “re-wirement” phase

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## S.A.F.E Planning Components

- + **S**kills
- + **A**ssessment
- + **F**eedback
- + **E**ngage Socially

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## Skills

Schedule classes in a sequence and plan each lesson to ensure that one artmaking skill builds to the next.







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## Assessment

Continually evaluate each student's progress and tailor instruction to match the expressed needs of each learner.

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## Feedback

Provide opportunities for students to talk about their work and their artistic process.





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## Engage

Tie intentional social engagement opportunities to the artmaking.

## Lesson Structure

Lesson Components	Skills	Assessment	Feedback	Engage Socially
#1 Warm up/opening		<b>A</b>		<b>E</b>
#2 Skill building	<b>S</b>			
#3 Sharing	<b>S</b>		<b>F</b>	<b>E</b>
#4 Reflection		<b>A</b>		<b>E</b>
#5 Closing		<b>A</b>		<b>E</b>
<b>All Together =</b>	<b>S</b>	<b>A</b>	<b>F</b>	<b>E</b>



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## Q&A Session



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## Homework

### **Via the Lifetime Arts Service Portal:**

- + Review resources:
  - SAFE Planning Guide
  - Best Practices in Intergenerational Arts Education

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## Creative Aging Online Demo Classes

### Please have the following:

- + Storytelling
  - Just bring yourself!
- + Collage
  - 8.5 x 11 printer paper
  - Scrap paper (junk mail, old wrapping, paper, colored paper, newspaper/magazines)
  - Scissors, glue, markers, crayons, colored pencils
  - Yarn, beads, photos, personal memorabilia of a 2D nature

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## Resources & Supporting Research

World Health Organization. (2021). 2021 Global Report on Ageism. Retrieved from: <https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/combating-ageism/global-report-on-ageism>

Learn more about **intersectionality** through this free online course: [Identity and Intersectionality: More Than the Sum of Our Parts](#)

U.S. Department of Health and Human Services. (2020). 2020 Profile of Older Americans. Retrieved from: [https://acl.gov/sites/default/files/Aging%20and%20Disability%20in%20America/2020ProfileOlderAmericans.Final\\_.pdf](https://acl.gov/sites/default/files/Aging%20and%20Disability%20in%20America/2020ProfileOlderAmericans.Final_.pdf)

U.S. Census Bureau. (2020). 2020 National Population Projections Tables: Main Series. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2020/demo/p25-1145.pdf>



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## Resources & Supporting Research

The Kaiser Family Foundation. (2023, March). Key Data on Health and Healthcare by Race and Ethnicity

Retrieved from <https://www.kff.org/racial-equity-and-health-policy/>

AARP. (2021). Building Equity in Longevity. Retrieved from <https://www.aarpinternational.org/>

Espinoza, Robert. (n.d.). Meeting the needs of elders of color and LGBT elders. Grantmakers in Aging. Retrieved from <https://www.giaging.org/issues/diverse-elders/>

Centers for Disease Control and Prevention (2021, April). Loneliness and Social Isolation Linked to Serious Health Conditions. Retrieved from <https://www.cdc.gov/aging/publications/features/lonely-older-adults.html>



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## Resources & Supporting Research

Cohen, Gene. (2006, April). The Creativity and Aging Study: The Impact of Professionally Conducted Cultural Programs on Older Adults, Final Report. Retrieved from <https://creativeagingresource.org/resource/the-creativity-and-aging-study-the-impact-of-professionally-conducted-cultural-programs-final-report/>

E.A. Michelson Philanthropy. (2021). Creative Aging: The Essentials (Video). Retrieved from <https://vimeo.com/502220391>

Cornerstone University. (2017, May). A Simple, Easy to Understand Guide to Andragogy. Retrieved from <https://www.cornerstone.edu/blog-post/a-simple-easy-to-understand-guide-to-andragogy/>

Universal Design Center. Accessibility & Universal Design (PPT) Retrieved from <https://www.csun.edu/sites/default/files/accessibility-ud-slides.pdf>

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## Media Credits

- + Louisiana State Museum, New Orleans, LA; Photo Credit: Sophia Germer at Nola.com (Slide 2)
- + Spring Creek Senior Partners: Brooklyn, NY; Photo Credit: Jeremy Amar (Slide 9)
- + John Michael Kohler Arts Center, Sheboygan, WI; Credit: Claire Carlson (Slide 11)
- + Jamaica Plain Branch, Boston, MA; Credit: Shannon McDonough (Slide 12 top left)
- + Queens Library, Queens, NY; Credit: Queens Library (Slide 12 top right)
- + Jewish Community Center, Staten Island, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 12 bottom)

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## Media Credits

- + Pullen Arts Center, Raleigh, NC; Credit: Pullen Arts Center (Slides 18 & 21)
- + Casket Arts Building, Minneapolis, MN; Credit: Casket Arts Building (Slide 14)
- + Newtown Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community Trust (Slides 19 & 40)
- + Queens Library, Queens, NY; Credit: Queens Library (Slide 20)
- + Spring Creek Senior Partners, Brooklyn, NY; Credit: Jeremy Amar (Slide 23)
- + Boston Public Library, Boston, MA; Credit: Boston Public Library (Slides 24)

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## Media Credits

- + Louisiana State Museum, New Orleans, LA; Credit: Louisiana State Museum (Slide 28)
- + Cuyahoga County Public Libraries, Cuyahoga County, Ohio; Credit: Cuyahoga County Public Library (Slide 31)
- + Diana H. Jones Innovative Senior Center, Brooklyn, NY; Credit: Julia Xanthos Liddy for The New York Community Trust (Slide 32)
- + CDC Loneliness and Social Isolation Linked to Serious Health Conditions (Slide 35)

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## Media Credits

- + Fleisher Art Memorial, Philadelphia, PA; Credit: Fleisher Art Memorial (Slide 38)
- + The Neon Museum, Las Vegas, NV; Credit: The Neon Museum (Slides 11 & 39)
- + Marine Park, Brooklyn NY; Credit: Jeremy Amar for The New York Community Trust (Slide 41)
- + Peace 4 the Ages, Minnesota, MN; Credit: Michael Matthew Ferrell (Slide 43)
- + Washington County Library Consortium, Beaverton, OR; Credit: Washington County Library Consortium (Slide 44)