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## Welcome Utah Arts & Cultural Organizations!

**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

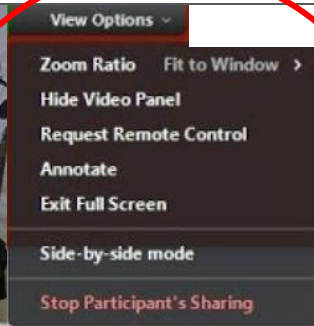
***Please have paper or a notebook and pen available.***



# Utah Creative Aging Foundations Training

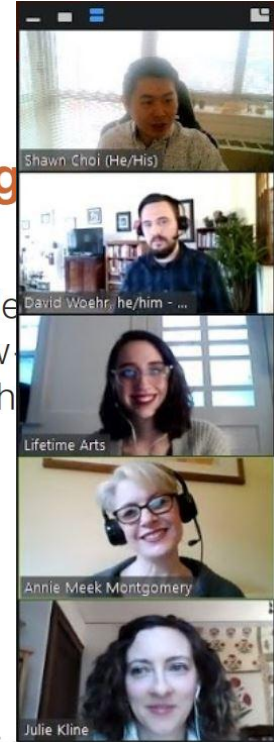
**Utah Division of Arts and Museums**

**Day One:** Monday, August 16, 2021



## Learning & Social Eng

Through these creative aging ele  
adults can learn something new  
in-depth—and make friends in th



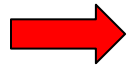
Lifetime Arts

You can change your view to **gallery or speaker view** by selecting the options on the top right of your screen.

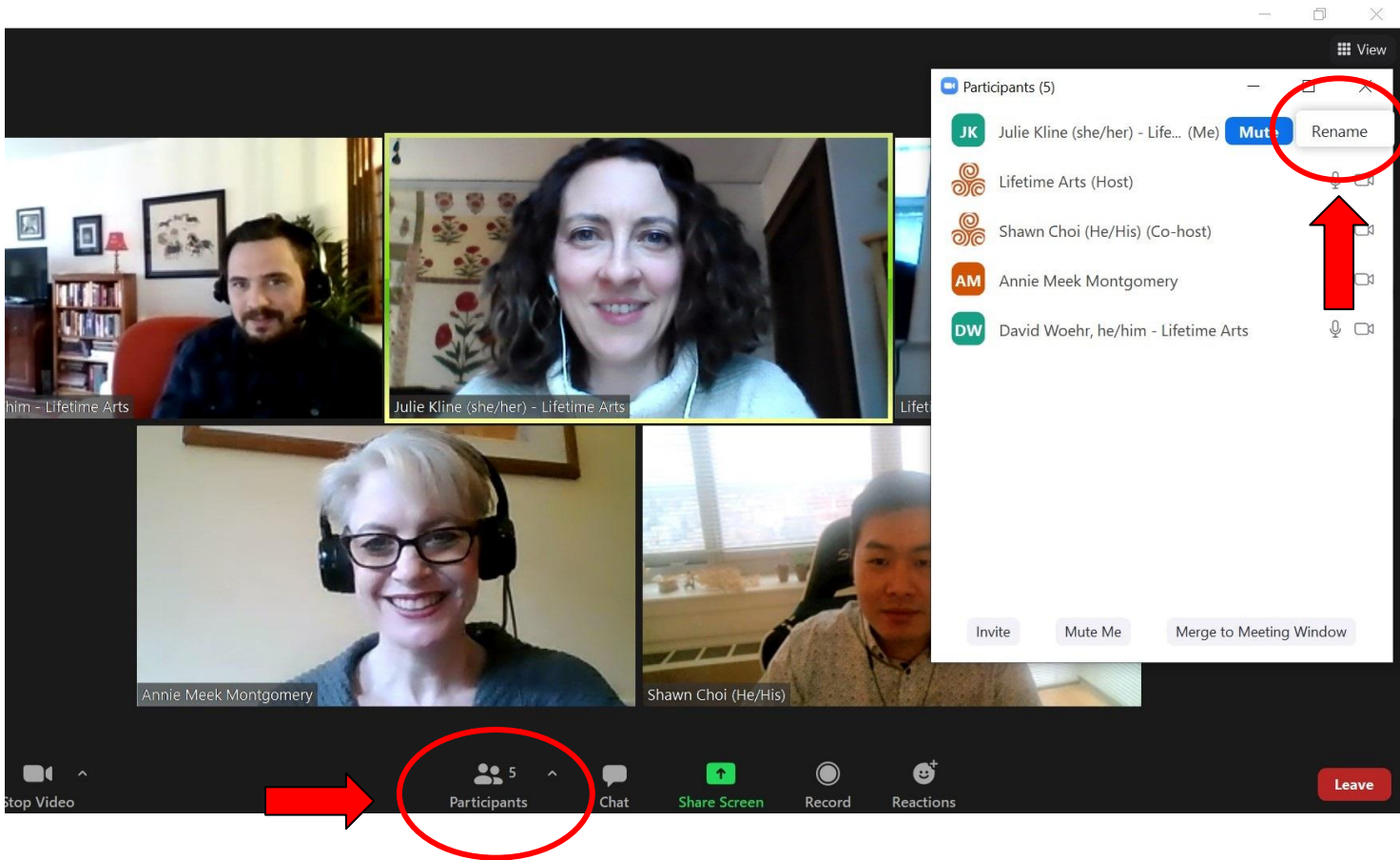
Zoom Meeting

The screenshot displays a Zoom meeting window with five video thumbnails of participants. In the top right corner, a view selection menu is open, showing three options: "Speaker View" with a single person icon, "Gallery View" with a 3x3 grid icon and a checkmark, and "Fullscreen" with a full-screen icon. A red circle highlights the "Speaker View" and "Gallery View" options. A red arrow points from the left towards the menu, and another red arrow points upwards towards the "Fullscreen" option. The participants are: David Woehr (top left), Julie Kline (top middle), a woman with glasses (top right), Annie Meek Montgomery (bottom left), and Shawn Choi (bottom right). Each thumbnail has a name and "Lifetime Arts" or "Lifetim Arts" at the bottom.

You can **mute/unmute** and/or **start/stop** your video by clicking the two icons in the bottom left of your screen.



A screenshot of a Zoom meeting window. The window title is "Zoom Meeting". The main area shows a grid of video feeds: David Woehr (he/him) - Lifetime Arts, Shawn Choi (He/His) with a logo, Lifetime Arts, Annie Meek Montgomery, and Julie Kline (she/her) - Lifetime Arts. At the bottom, the Zoom control bar is visible. The "Unmute" and "Start Video" icons are circled in red. Other icons include Security, Participants (5), Polls, Chat, Share Screen, Record, Reactions, and a red "Leave" button.

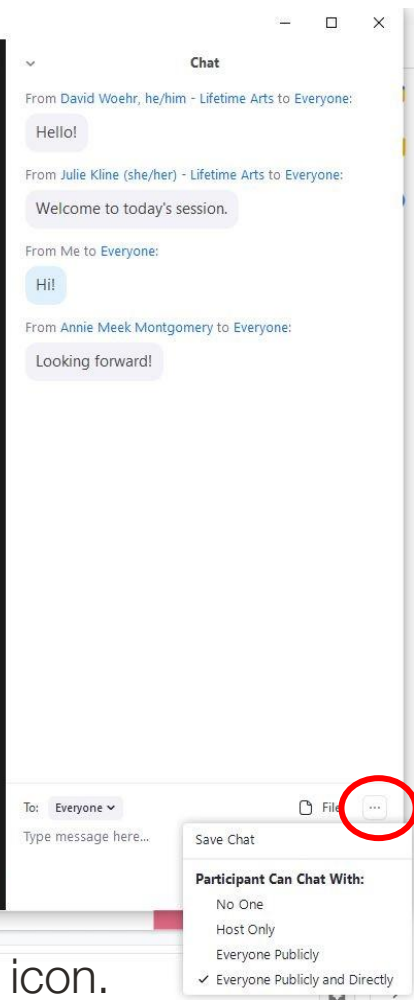
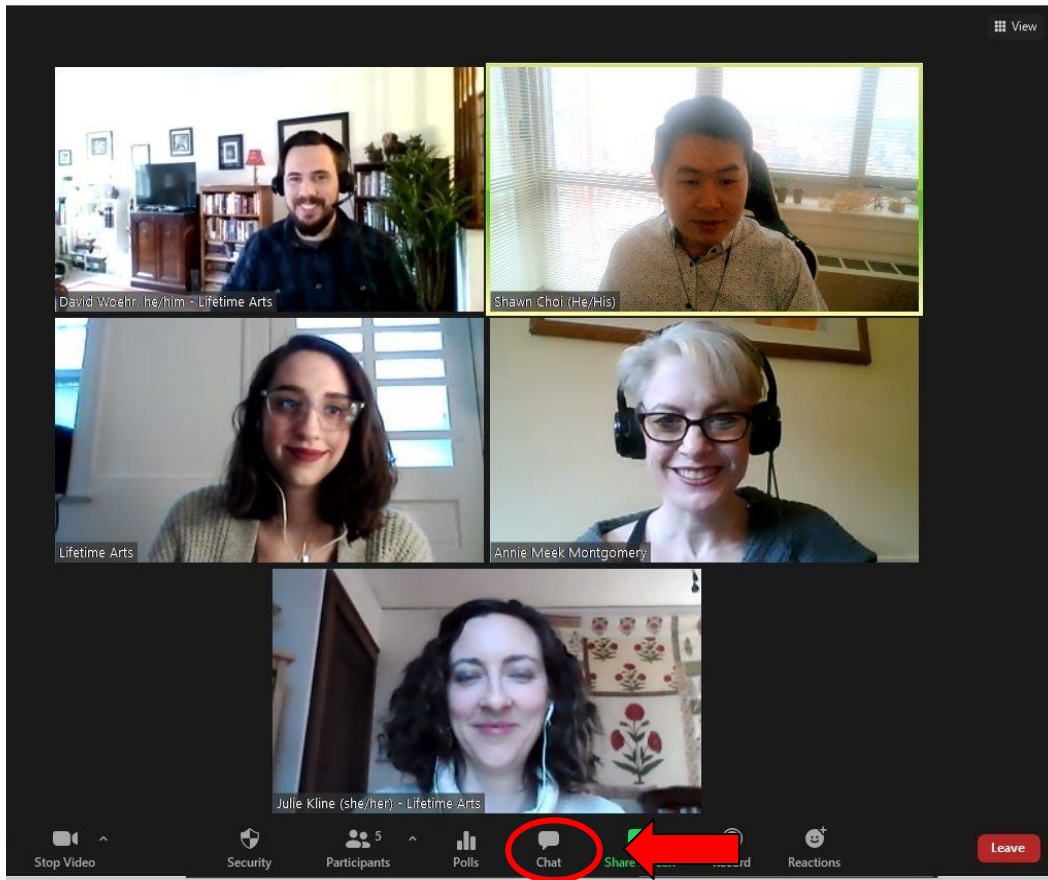


Then, click the “**Rename**” button in the participants tab.

To rename yourself, click the “**Participants**” icon at the bottom of your screen.



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



Then, click the **three dots** icon to save the chat.

Open the chat box by clicking the **“Chat”** icon.



The image shows a Zoom meeting interface with three video thumbnails. The top-left thumbnail shows a woman with glasses and a headset, identified as Gahlia (she/her) Lifetime Arts. The top-right thumbnail shows a woman with glasses and curly hair, identified as Julie (she/her) Lifetime Arts. The bottom-center thumbnail shows a woman with glasses and a white top, identified as Annie (she/her) Lifetime Arts. A subtitle is visible over Annie's video: "Okay, now that didn't it didn't show up the thing so let's try it again." The bottom control bar contains several icons: Mute, Stop Video, Security, Participants (3), Polls, Chat, Share Screen, Record, Live Transcript (highlighted with a red circle and a red arrow), Breakout Rooms, Reactions, and a red Leave button. A 'View' icon is in the top right corner.

Click the “**CC**” button above for live-transcripts.

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## Introductions



**Annie Montgomery**  
Director of Education



**Daniela Del Giorno**  
Lifetime Arts Trainer

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## Utah Division of Arts and Museums



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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

Understand all aspects of designing and implementing a creative aging program.

- + Ageism exploration
- + Break
- + The creative aging arts education model
- + Break
- + S.A.F.E. planning and older adult learners
- + 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

### **From the Merriam-Webster dictionary:**

“Prejudice or discrimination against a particular age-group and especially the elderly.”





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## Ashton Applewhite

- + Author of “This Chair Rocks: A Manifesto Against Ageism”
- + Spokesperson for a movement to mobilize against discrimination on the basis of age
- + PBS Next Avenue Influencer of the Year in 2016

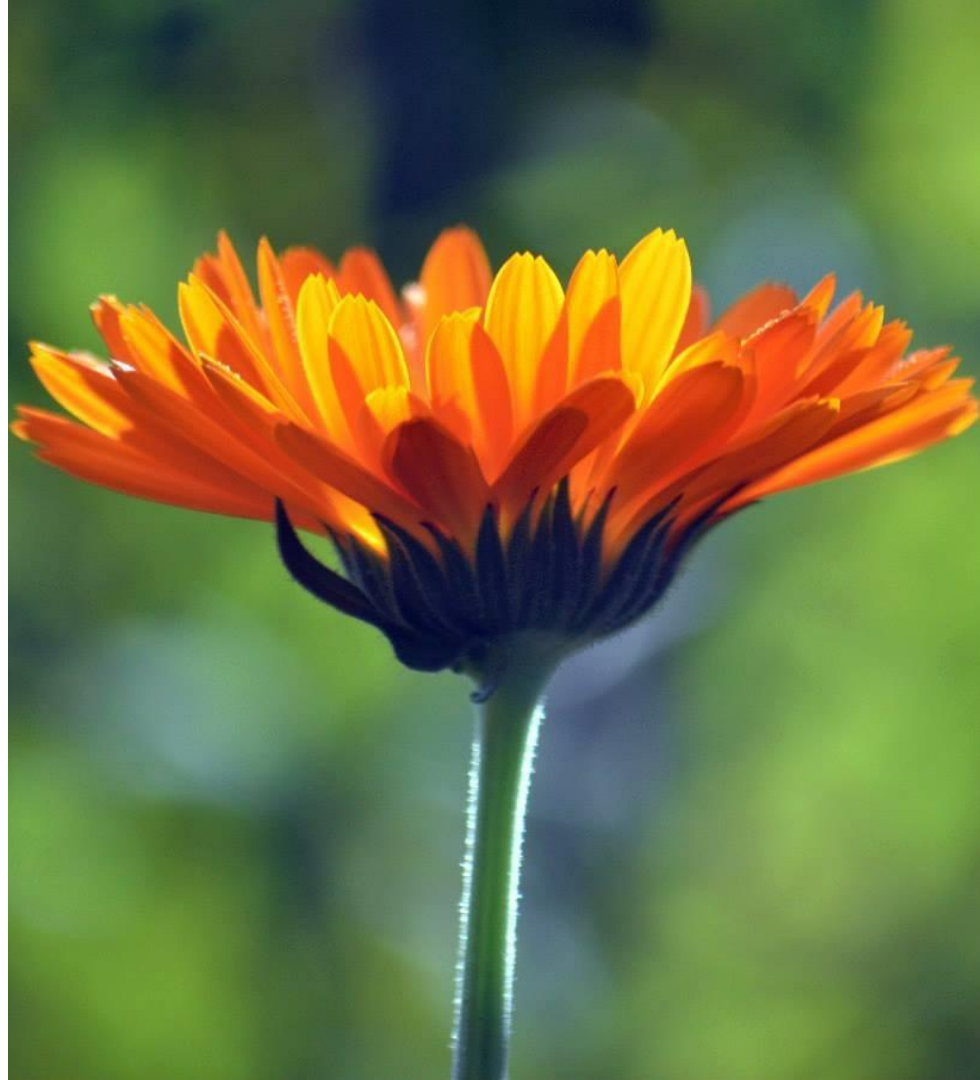


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## Breakout Group Discussions



**Break**





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## The Creative Aging Program Model

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## Why is Everybody Talking About Aging?

### By the year 2030:

- + 71.5 million or 20% of the U.S. population will be aged 65+
- + Number of people aged 85+ will **DOUBLE**

(U.S. Census Bureau, 2017)

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## Equity and Older Adults

- + In 2010, people of color made up 20 percent of the nation's total 65+ population
  - This percent will **double** by 2050

(Espinoza, n.d.)





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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

### Therapeutic Programs

- + Goals include:
  - Wellness
  - Recovery
  - Rehabilitation



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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), Los Angeles & 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
- + 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

- + The goal is to have at least 10 participants in each class
- + Registration is required
- + Class can be 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:

- + Are autonomous and self directed
- + Have a lifetime of experience and knowledge
- + Are goal-oriented
- + Are practical — they want information



## 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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## Social and Emotional Changes

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

- + Loneliness and social isolation
- + Financial worries
- + The “re-wirement” phase—a time where older adults rethink their hobbies and interests

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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 process and 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 the process of the artmaking and learning.





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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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## Facilitation Tips

- + Instruct students on the artmaking process—do not lecture
- + Work in partnership with students
- + Give students time to practice new skills
- + Have students talk about their own work and process



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## Intergenerational & Multigenerational Programming

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## Intergenerational & Multi-generational Programming

### **Both types of programming should always:**

- + Generate community
- + Promote shared learning and creating
- + Provide equal accessibility
- + Combat ageism in both directions

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## Q&A Session



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## Homework

### Via the Lifetime Arts Service Portal:

- + Review:
  - Adapting Creative Aging Course Design for Remote Delivery Guide (PDF)
  - SAFE Planning Design Elements for Creative Aging Programs Guide (PDF)
- + Watch Aroha's Film: "Creative Aging: In-Person to Online"
- + Browse our Connect Through Creativity Now Campaign Blog Posts

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## Creative Aging Online Demo Classes

### **Please have the following:**

- + Couple sheets of blank paper
- + Writing utensil (pen or pencil)
- + Space to move

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## Resources

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/>

U.S. Census Bureau. (2017). 2017 National Population Projections Tables: Main Series. Retrieved from <https://www.census.gov/data/tables/2017/demo/popproj/2017-summary-tables.html>

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/>

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[lifetimearts.org](http://lifetimearts.org) | [creativeagingresource.org](http://creativeagingresource.org)

## Credits

Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 2)

Pullen Arts Center, Raleigh, NC; Credit: Pullen Arts Center (Slides 11, 18, 19, & 43)

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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Casket Arts Building, Minneapolis, MN; Credit: Casket Arts Building (Slide 14)

Queens Library, Queens, NY; Credit: Queens Library (Slide 18)

Spring Creek Senior Partners, Brooklyn, NY; Credit: Jeremy Amar (Slide 22)

Boston Public Library, Boston, MA; Credit: Boston Public Library (Slide 23)

Louisiana State Museum, New Orleans, LA; Credit: Louisiana State Museum (Slide 26)

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## Credits

Albuquerque Museum, Albuquerque, NM; Credit: Albuquerque Museum (Slide 31)

Newtown Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 33, top left)

Pasadena Conservatory of Music, Pasadena, CA; Credit: Pasadena Conservatory of Music (Slide 33, top right)

Minnesota Opera, Minnesota, MN; Credit: Minnesota Opera (Slide 33, bottom)

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## Credits

Museo de Historia, Antropología y Arte, San Juan, PR; Credit: Lisa Ortega-Pol (Slide 35)

Cuyahoga County Public Libraries, Cuyahoga County, Ohio; Credit: Cuyahoga County Public Library (Slide 36)

Minneapolis Institute of Art (MIA), Minneapolis, MN; Credit: MIA (Slide 37)

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## Credits

Fleisher Art Memorial, Philadelphia, PA; Credit: Fleisher Art Memorial (Slide 43)

The Neon Museum, Las Vegas, NV; Credit: The Neon Museum (Slide 44)

Washington County Library Consortium, Beaverton, OR; Credit: Washington County Library Consortium (Slide 43)

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