

Style Creator

STYLE

CREATOR

The role of the Elder is that of Style Creator, as they participate in life, in being compassionate, by being open to the future, and by beckoning to the fullness of life. This is shown in the activities of the life of Jane Adams and her vibrance with life. The role of the elderly is to lead in demonstrating compassion for their fellow men. They participate in life by being actively engaged in community activities, getting politically involved in local problems, and retain a full interest in arts and crafts. Elders are style creators in how they remain open to the future, always keeping in mind the possibilities of the new day, by the way they live their lives they beckon all men to seek after and participate in the fullness of life.

WISE

TEACHER

The elder's role of a Wise Teacher is important to the community in order that past experience, previous practices, and prior situations will be available to the building of the future. An example in Uptown is Leo, the barber. The telling of stories is important not only because it illustrates a particular point, but also because it preserves our past heritage and folklore in order to provide depth to our understanding of the present culture. Spiritual inspiration, regardless of its form or type allows men to forsee beyond their immediate situation. The sharing of wisdom is the basis from which man is able to expand and further wisdom. The role of the elder as a wise teacher is to provide the cultural knowledge from which creativity may emerge.

LIFE

EXEMPLAR

As Life Exemplar, the elder demonstrates the roles of authority, dependability, portrays discipline and responsibility. In Uptown James Kemper exemplifies admirably the elder role of life exemplar. Authority points to the established standard of carrying out activities of life. To be counted on day in and day out to show up or account for not showing up, or to get a job done or indicate when it will be done is what's meant by dependability. The discipline aspect of Life Exemplar holds the indication of keeping one's self in good shape physically, mentally and spiritually over the long haul on a day to day basis. The responsible elder freely accepts and discharges his role as the dependable, disciplined authority figure, exemplifying his responsibility by authentic, self-conscious participation in all facets of individual and community life.

VALUE
GUARDIAN

The role of the elder person as Value Guardian is like that of the guardian of a safety vault where values are deposited to be protected from loss and misuse, however, holding the key to open the locks to pass on the treasures of accumulated values. An example is Dr. Bradley who possesses and imparts this unusual understanding of the psychology of the human soul, and applies a nurturing, patient, warm approach. Wisely differentiate between guarding worthwhile traditions and experiences of the past and sharing them with posterity through progress and maturity, while earnestly striving to forget, or at least overcome undesirable memories. The elder has a vast store of experience, has lived through many kinds of life situations and happenings, knows countless numbers of people and as a result knows there is great variety and difference in life styles and philosophies and develops out of this knowledge a tolerance for all human life. Patience is typical for the elder's character, because years of life have taught him self-control and restraint through a long time of adjustment and "standing by." The elder person had to learn that "nothing comes from nothing;" it takes persistence, knowing his goals and striving to reach them, he never gives up until he succeeds in reaching what he aimed for: "Quitters don't win, Winners don't quit."

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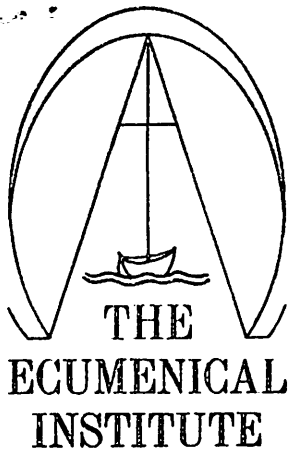
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Spring 1974



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UPTOWN 5 ELDERS PROGRAM

PARTICIPATION NODE

The Chicago neighborhood with the greatest number of people age 60 and over is Uptown, with 30,802 Senior Citizens. To supplement the many fine city and private agency programs dealing with nutrition, housing, employment and transportation, there is a definite need for an involvement program to engage elders directly in these service opportunities and the total life of the Uptown community.

PROPOSAL BRIEF

This proposal is for a one-year pilot program to test ways of involving elders directly in new and existing programs and activities in the Uptown community. Elders who have recently been involved in the education program of The Institute of Cultural Affairs, sponsored by a recent HEW Federal grant of \$150,000, are ready to engage directly in service opportunities, not only for themselves, but for the Uptown community. As horizons of participation have been opened to older persons through these education programs, an immediate need has been discovered for ways of regular participation in the activities and total life of the community. Consequently, The Institute of Cultural Affairs is proposing the creation of a highly flexible PARTICIPATION NODE within the community through which senior citizens can become more significantly involved. Such a Node would serve as a bridge between the education programs underway for elders and forms of increased participation now needed.

The key to such an involvement program is a daily contact with elders. This would be facilitated by a transportation van and visitation workers. A recent study conducted by the Institute of Cultural Affairs on Uptown for the Illinois State Department of Transportation indicated how common it is for elders to stay at home for fear of being out in the community or on the street by themselves. A weekly pattern of reliable transportation to and from meetings and activities would increase participation of elders in the community life of Uptown.

The priority of this kind of service for older persons is anticipated at the present time as one dimension of an involvement program that would require continuing funds over the years. Such proposals are now under consideration by the Institute of Cultural Affairs, particularly through the study mentioned above, under a \$30,000 grant from the State. An intra-community transportation system of mini-buses and/or vans is one form of a proposal that could be made to the Department of Transportation for major funding over several years. This current proposal for a Participation Node, however, is a pilot program that would further document such transportation possibilities for elders of Uptown. In any event, the role of such a transportation component would be crucial to the first year of a pilot program—even if only on a minimum trial basis.

In its current operation the Elders Node is located at ICA's training center at 4750 N. Sheridan Road. Other locations in the community are also possible. The Node would be staffed on a daily basis by a full-time coordinator and secretary. The staff's primary task would be the practical training of elders in community renewal methods on a regular and special event basis. Secondary responsibilities would include coordination of the transportation and visitation system, and liaison with existing activities and services in Uptown. They would encourage ongoing and new opportunities for participation of elders. Over a one year period elders themselves could be trained to assume such a role on behalf of one another. Lunches among themselves and with other groups could occur in the midst of special work projects and tasks. Much more than a referral office, such an involvement program would be an activity node itself through which patterns of participation could be formed. This would enable elders to get involved more regularly in community life. Publicity and advertising would also be implemented by such a Node.

OBJECTIVES

The primary goal of the UPTOWN 5 ELDERS PROGRAM is to enable older persons of the Uptown neighborhood to recover significant participation in service opportunities through a meaningful and lasting structure of daily participation in the ongoing life of the Uptown community.

- I. To extend the ICA's education program for elders to a one-year pilot program that would test a method for motivation, participation and involvement of Uptown elders in their community.
 - a. Establish an Involvement Program through a PARTICIPATION NODE within the community that would promote direct channels and ways for senior citizens to participate in community activities and programs;
 - b. Catalyze the participation of elders in operating such a Node themselves within one year;
 - c. Create the supportive consultative relationships that share ongoing methods for elders to be involved in long-range planning, and therefore, decision-making about the community's future.
- II. To utilize such a Node as a coordination and activity center which would encourage, foster and implement ways and means for older persons to participate in existing and new programs in the community.
 - a. Act as advocates by developing self-initiative in elders to assume responsibility for one another and the community through methods of group involvement among themselves and with other groups;
 - b. Act as motivators by encouraging regular participation of elders in community care projects and long-range planning activities;
 - c. Act as catalysts by calling for commitments from public and private agencies to fill service gaps in existing local service delivery systems;
 - d. Act as organizers by linking existing services into a well-planned, comprehensive program, and by initiating services not available under present programs.
- III. To fulfill specific needs of elders that are crucial for involvement in Uptown community activities.
 - a. Facilitate accessibility to and utilization of all social services in the community through a systematized transportation system;
 - b. Develop and make effective use of existing social services that offer possibilities for direct personal care of elders;
 - c. Use available resources efficiently and with minimum duplication.

FIRST YEAR BUDGET

I. PERSONAL SERVICES

Node Coordinator (full-time)	\$13,500
Secretary (full-time)	8,000
Elder Visitors (3 full-time @ \$6,500 each)	19,500
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	\$41,000

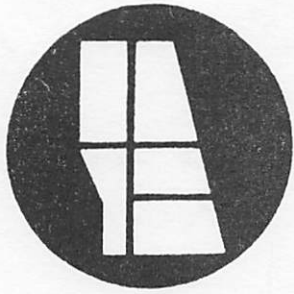
II. SERVICE NODE

Office Supplies —	Correspondence materials	\$1,000
	Blackboard/bulletin board	250
	Typewriter	600
	Desk	350
	Work Table	75
	File Cabinet	125
	Chairs (8 @ 35.00 each)	280
	Decor	120
	Publicity & printed materials	800
	Xeroxing	400
	Telephone	300
		<hr/>
Program Items—	Discretionary scholarships	2,500
	Lunches	1,300
	<hr/>	\$8,100

III. TRANSPORTATION

Van Purchase	\$10,000
Auto mileage, maintenance etc.	4,500
	<hr/>
	\$14,500

A TOTAL \$63,600



uptown 5

A REPORT OF THE UPTOWN 5 ELDERS NODE
QUARTER III, 1976

The Elders Node has continued to meet as part of the ongoing life of the Uptown community. Our planning and activities this quarter have fallen in several arenas.

In January and February we researched services available to elders in the Uptown 5 community. An initial chart of these services is now available. This information is an important step toward elders being able to care for other elders. To assist in making the service information available to Uptown 5 elders, the Node prepared cards carrying the telephone number of four elders who may be called for information and other help. (The back side of the card is a basic identification card to be carried in an elder's wallet or purse.)

During this same time we were very busy preparing for the Valentine Ball. The Ball this year had a Bicentennial theme and the whole community was invited. It was the largest indoor gathering Uptown 5 has had to date. Of the 1,500 people present, all ages were represented with the participation of elders naturally being the heaviest. This was the second year that music was provided by the fifteen piece Revolutionary Swing Orchestra. The Aragon Ballroom was filled with the music and life and dreams of Valentines Day. As an annual event of elder planning, preparation and celebration, this is now an important tradition in the life of the elders of Uptown.

In the second half of the quarter the Elders Node focused on locating and contacting many of the elders of Uptown. This was done through extensive visiting of individuals and groups in each of Uptown's five care wards. The resulting listing of the elders of Uptown was key to our involvement in the Town Meeting '76. This was the second Major event of elder participation in the events of the community. Over a third of the 600 participants were elders. It was an important opportunity for elders to get their concerns and hopes into plans for the future of Uptown.

The last event to be reported was the participation of the Elders Node at an evening with the I.C.A. This included feasting on an Indian meal, listening to a report from the village of Maliwada, India and seeing slides of that community's steps toward reformulation. The evening was a reminder of the common concerns that the elders of Uptown have with elders in other communities around the globe.

ELDERS PARTICIPATING

IN

CREATING HISTORY

**RESEARCH CENTRUM
UPTOWN 5 POST
SEPTEMBER 29, 1975**

UNDERLYING BLOCKS:

1. In a work ethic society the elders are nonproductive= useless.
 2. In a world of rapid and over-whelming change, where produc-tivity measures a persons worth, the elder has been shelved by society out.of
The elders suffer from victim image because a lack of an au-thentic story o f the elders role and effective structures to engage the elders.
 3. Fear of death and failure to realistically face our dying daily in bits.
 4. No religious dimension; do not hear the WORD anymore.
 5. Subconscious fear of dependen-
cy, aging and death
 6. Feeling of being imprisoned -
no freedom
-

PROPOSALS:

1. Contextual re-education for Uptown Elders.
2. Re-engaging Elders in life of community.
3. Catalysing existing structures to raise demonstration signs.
4. Elders celebrations

MIRACLES:

1. Elders' Ball for the Community
2. Every Elder receives a Seasons Greeting Card
3. Town Meeting for/by Elders
4. Singing Group at Community nodes
5. 10 Elders at Community Lens
6. Elders' Impact Day

TACTICAL SYSTEM FOR ELDERS NODE

ENGAGEMENT IN PLANNING & ACTION	REHEARSING NEW STORY	CARE NET/ DATA EXCHANGE	EFFECTIVE ENGAGEMENT TRAINING
<p>Continual Creation of New Engagement Forms</p> <p>①</p>	<p>Song, Symbol, Story Creation</p> <p>⑤</p>	<p>Elders Services Data Bank</p> <p>⑩</p>	<p>Tom Meeting</p> <p>⑮</p>
<p>Ongoing Involvement with Key Civic Agencies & Organizations</p> <p>②</p>	<p>Mass Image Impact</p> <p>⑥</p>	<p>Weekly Bulletin of Needed Services & Resources</p> <p>⑪</p>	<p>Elders Lens/Rsi</p> <p>⑮</p> <p>Elders in Community Lens/ Advanced Courses</p> <p>⑲</p>
<p>Celebrative Events</p> <p>③</p>	<p>Outstanding Elders Service Awards</p> <p>⑦</p>	<p>Daily Care Net</p> <p>⑫</p>	<p>Death Re-education for the Community</p> <p>⑮</p> <p>Recruitment Course</p> <p>⑲</p>
<p>Urban Heritage Curriculum Created & Taught</p> <p>④</p>	<p>Elders Community Chorus</p> <p>⑧</p>	<p>Distribution System</p> <p>⑬</p>	<p>RSI/LENS Pedagogy</p> <p>⑳</p>
<p></p> <p>④</p>	<p>Elders Resurgence Articles</p> <p>⑨</p>	<p>Visitation Circuitry</p> <p>⑭</p>	<p>Intra Cultural Elders Ed.</p> <p>㉑</p>

TACTICAL SYSTEM:

Engagement in Planning + Action

1. CONTINUAL CREATION OF NEW ENGAGEMENT FORMS

Background:

- a. Elders start an apprenticeship program for the youth.
- b. Elementary schools having Elders as para professionals & teachers' aides.
- c. Phase 1 & 4 calling as teams to spread Uptown Stroy
- d. Elders on taskforce and community service.
- e. Elders assume leadership in wards.
- f. 20 Elders in each ward, using skills practically.
- g. Elders given from role according to talents
- h. Create a volunteer bureau
- i. Survey Community as to how elders can be plugged in
- j. Challenge LRI to utilize Elders' services
- k. Creat stroy that FLIPS the business men to the possibility of working with elders.
- l. Transportation model for attending events.

Why:

To practically and significantly engage the vast and diverse human resource that the Elders of this community are.

How:

- a. Engage elders in youth pro rams, in schools as para professionals; Ward/Stake structure involvment; Jobs through the LRI & business sector.
- b. Continual survey of community for new possibilities for elder engagement and employment.
- c. Transportation model to mobilize Elders.

2. ONGOING INVOLVMENT WITH KEY CIVIC AGENCIES & ORGANIZATIONS

Background:

- a. Need to use existing structures
- b. Coordinating existing structures
- c. Catalyze network for support, finance and research source

Why:

In order to keep ahead and with all key political, cultural and economic developments in Uptown and to become a familiar established structure in Uptown.

How:

- a. Research and choose key civic meetings and organizations when elders need to be represented .
- b. Assign elders to the civic meetings.
- c. Have regular Elder Agencies Luncheons

3. CELEBRATIVE EVENTS

- a. Street celebrations
- b. Community Ball
- c. Have Elders give dance lessons
- d. Community festival- have elders prepare and sell food
- e. Elders entertain at community events
- f. Handicraft display and sale at street festival
- g. Elders in Bicentennial parade - "Good Old Days"
- h. Pet/Hobby exposition
- i. Home celebrations that allow Elders and Community to know each other

Why:

To have the elders to play a self conscious role in the celebrative life of the community, creating a common ground for Elders to inter-act with other phases. To allow Elders to act as the servant of the community. To dramatize the new role of the elder to the community.

How:

- a. Develop Elders Agencies into sponsorship net.
- b. Engage elders in Symbol T/F
- c. Use existing agency and home structures to do practices

4. URBAN HERITAGE CURRICULUM CREATED AND TAUGHT

Background:

- a. (Held from past planning for the guild)

Why:

In order to use the unique resource of the 4th phase and to provide Uptown Elders the opportunity for effective engagement, the Urban curriculum will be created and taught at elementary schools by the elders.

How:

- a. Consult with 5th city elders on their curriculum & model
- b. Research of *ptown history
- c. Build construct
- d. Obtain authorization from schools
- e. Schedule first course and teach it
- f. Evaluate revise curriculum if necessary
- g. Schedule courses in schools
- h. Assign teachers

REHEARSING-NEW STORY

5. SONG, SYMBOL AND STORY CREATION

Background:

- a. Workshops to realize the Elders wisdom is vision for future
- b. Create Retirement Course/Basic Image full time to care for others.
- c. Write a story of life - total expenditure every moment
- d. Elders participate in Town Meeting
- e. Lens
- f. Create Song & Symbol
- g. Surface stories of Elders (like Iron Man of 5th City)
- h. Buttons, Decals, tatoos telling the story
- i. Write a story of life-perhaps a mural
- j. Enlist elders in symbol T?F

TACTICAL SYSTEM CONT

- k. Song writing and poetry contest (to be used at festivals)
- l. Impact community with New Story of Elders (VOICE, IMPACT DAY)

Why:

To enable the WHOLE COMMUNITY to know who the Elder really is, by telling their story in a thousand different ways.

How:

- a. Have a workshop that includes the creating of the Elders Story
- b. Participate in the Town Meeting
- c. Use VOICE etc. as a vehicle for telling the story.

6. MASS IMAGE IMPACT

- a. Impact community with new story of Elders
- b. Bet buttons and decals out to every elder.
- c.

Why:

To have a special day for getting OUT the Story of Elders in order to shift the images of the whole community.

How:

- a. Use Mass Impact Day as a vehicle
- b. Create murals, signs and posters

ELDERS

7. OUTSTANDING/SERVICE AWARDS

Background:

- a. Mass Impact Day
- b. Raise up Signal Elders in the community
- c. Pet and hobby exhibition
- d. Have celebration that allows elders and community to know each other
- e. "Elder of the Month" article in VOICE
- f. Annual or monthly award for outstanding elderly service

Why:

To raise up signs of new possibility for elders being "the new elders" role.

How:

- a. Feature an "Elder of the month" in the voice
- b. Use special occasions as Congress, Community Ball to give special awards (recognition) to elders
- c. Put new life into "Elders Hall of Fame"

8. ELDERS COMMUNITY CHORUS

Background:

- a. Elders group entertain at community events
- b. Community chorus for Thanksgiving Service
- c. Get Chorus to sing throughout community on street
- d. Develop places to carol at
- e. Visit and invite elders groups to sing
- f. Create and distribute flyer for caroling

Why:

To have the different choruses share their talents with the community at large.

How:

4

FACTICAL SYSTEM: CONT:

9. ELDERS' RESURGENCE ARTICLES

Background:

- a. Elders column in VOICE
- b. Communicate needs and expertise of Elders through VOICE and weekly bulletin
- c. "Elder of the month" article in Voice
- d. Challenge LRI to publize elders happenings
- e. "Elder of North" article in VOICE
- f. Elders resufgence column in VOICE(example of effective service)
- g. Articles in publications in elderly homes and agencies

Why:

In order that all of Uptown reimage PhaseIV as a grate place to be in, and to create new story of the greatness of being an elder in Uptown.

How:

- a. Node regularly provide VOICE taskforce with articles, interviews, etc. and suggestions for special articles.
- b. Node select key articles to be distributed to homes, agencies
- c. Elders do initial visitation to homes, agencies explaining rationale for providing them with articles
- d. Distribute those articles to homes, agencies

Care Net / Data Exchange

10. ELDERS SERVICES DATA BANK

Background:

- a. 20 elders in each ward using skills practically
- b. Create a volunteers bureau
- c. Devellp service activities with limited abilities
- d. Obtain mor info on the Elders Agencies
- e. Use 20 x 20 to find out expertize of Elders & mobility,RSO
- f. Set up workroom for volunteer bureau
- g. Set up regular sturctures for visiting teams of Phase I & IV sharing life of community and soliciting engagement
- h. Challenge LRI to utlize elders services
- i. Publish list of elders

Why:

To enable elders to become authentically engaged and have a means to make known Elders needs

How:

- a. Establish and keep current Elders' services Data Bank that will enable elders to be directed to the agencies for specific needs and agencies to get directed to elders who are inneed of
- b. Use the bank as a resource for making known possible significant engagement for the elders

11. WEEKLY BULLETIN OF ELDERS NEEDED SERVICES AND RESOURCES

Background:

- a. Elders arena in VOICE
- b. Elders Resurgence column in VOICE (example of effective service)

Why: In order that elders be qware of community engagement possibilites and that they be informed of changes in existing elders services, a

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a weekly bulletin will be distributed to all elder structures and local grocery stores which lists a wide range of engagement opportunities and also includes announcements of new or changes in existing services.

How:

- a. Research and solicit engagement opportunities for elders, both both volunteer and paid
- b. Create weekly system for updating engagement opportunities
- c. Visit key elder services in Uptown and ask to be kept abreast of their activities and structures available
- d. Compile first bulletin, print and distribute it.
- e. Assign team responsible for the weekly bulletin
- f. Design systematic distribution model

12. DAILY CARE NET

Background:

Set up a structure for daily phone or visit to elders who live alone.

Why:

In order that each elder living alone experiences a form of care, and does not go days without some contact with others.

How:

- a. Computerize all elder data as it is obtained
- b. Task force visits initially to obtain special needs info.
- c. Assign callers
- d. Call

13. DISTRIBUTION SYSTEM:

Background:

- A. Distribute cards to shut-ins
- b. Distribute flyers to all regarding Community Ball & Carolling

Why:

In order that elders in Uptown be informed about activities such as community ball, carolling, TM etc. and they receive Season Greetings Cards a comprehensive system will be devised.

How:

- a. Computer programed as to needs, interests of elders.
- b. Compile model for standard distribution
- c. Make assignments for distribution

14. VISITATION CIRCUITS:

Background:

- a. Use 20x20 to find out expertise of Elders and their mobility
- b. Recruit for RSI
- c. Set up Phase I & IV visiting teams sharing life of community and soliciting engagement
- d. Set up structure for daily phonecall or visit to elders who live alone
- e. Elders visitation - construct, circuits, brochures
- f. Distribution of Season Greetings Cards to shut-ins

TACTICAL SYSTEM CONT

Why: In order tokknow where every elder in Uptown is and spread the Uptown Story and Elders Stroy to every elder.

How:

- a. Use 20x20 to locate elders that live in private residences,
- b. Set up structures for daily check on elders who live alone
- c. Distribute Season Greeting Cards to shut-ins
- d.

Effective Engagement Training

15. TOWN MEETING

Background:

- a. carried over from guild BP
- b. TM in elders homes
- c. elders homes and agencies sponsors for TM

Why:

In order that Uptown elders be well represented at the first Community TM, 5 elders agencies or homes will be secured as "sponsors", and all will be invited to attend thru speaking engagements, brochurs, flyers, etc.

How:

- a. phone for TM appointment to all agencies-homes in Uptown
- b. secure sponsorship wherever possible.
- c. follow-up on sponsors comitment
- d. distribute posters early-one week before impact with more literature, invitations, etc.

16. ELDERS LENS AND RS1

Background:

- a. fear of death and dying step by step
- b. schedual LENS and RS1 in elders homes.
- c. existing Bilble study group

Why:

In order that Uptown elders are empowered with effective methods and spiritual prowess elders LENS and RS1 will be schedualed in homes and agencies on a regular basis.

How:

- a. contact home rec. directors
- b. recruitment by grads
- c. sechdual cources
- d. practics

17. ELDERS IN COMMUNITY LENS AND ADVANCED COURCES

Background:

- a. 10 elders in community LENS
- b. more intensive experience would be helpful for some of quicker elders
- c. elders core training

Why: In order that a core of elders be trained to take over operation of the Elders Node and sustained for the long march select elders to the community Lens and other advanced courses.

How;

- a. list propective core.
- b. give names of com. LENS prospects to Education TF
- c. recruitment in and through elders node

18. DEATH RE EDUCATION FOR COMMUNITY

Background:

- a. Societal fear of growing old and meaningless death
- b. Kuebler Ross, seminar on death/dying, then create course, conversations, studies and other constructs for community.
- c. Imaginal education used on community through signs and posters, mass impact day

Why: In order to empower the elders to creatively stand before their contingency and enable the community do the same a series of constructs will be created to deal head on with the societal fear of growing old and death. This will be kicked off with a Kuebler Ross seminar on Death and Dying.

How:

- a. contact Kuebler Ross
- b. get agency sponsorship.
- c. publicity
- d. KR seminar
- e. follow up workshops and corp. writing sessions (create frame of phases)
- d. elders mass impact day

19. RETIREMENT COURSE

Background:

- a. workshpp to realize the elders wisdom in vision for the future
- b. elders home directors get to LENS
- c. elders to community LENS
- d. create Retirement Course, basic Image to care for others "all of the time"
- e. write a story of life-total expenditure every monment (perhaps mural)
- f. create a frame of phases (guideline chart-energy, time, concentration)
- g. everyone works all of the time
- h. demonstration Nursing Home

Why:

In order that elders create a structure that allows them to seriously grapple with the decision to leave the "job" and what that means for the expenditure of their lives a retirement course will be created.

HOW:

- a. elders in community LENS and advanced cources (Imag. Ed.)
- b. Elders PSU on retirement
- c. elders Urban Her. Curr. writing
- d. Elders retirement course TF

20. RS1 AND LENS PEDAGOGY

Background:

- a. elders teaching elders
- c. elders core
- d. trained elders for workshop leaders
- c. elders teach Urban Her. in elementary schools

Why:

In order that a core of skilled elders be raised up to run the elders node, teach other elders, run workshop and seminars for elders and in the community, and be trained to teach in the elementary schools RS1 and LENS pedagogy will be offered to elder grads.

21. INTRA CULTURAL ELDERS EDUCATION

Background:

- a. conversation at Elders node on the role of elders in other cultures and in other times, pushing back at what the role of the elder of today in our complex urban world is.
- b. selling food and crafts at annual intercultural festival
- c. museum tracks and urban odyssey.

Why:

In order to enable the elders to grasp the ontology and historicity of the elders role in primal community.

How:

- a. create and experiment with conversations and studies in the Elders Node.
- b. enlist elder participation in Intercultural Fest.
- c. elder museum tracks and urban ody.