

VOL. INAUGURAL

Legacy After 60 Magazine

Legacent

Living Legacy Conservations

**Welcome to
the Fire**

**Substack Medium YouTube
_Stories, Articles, Videos**

**The Courage
to Contribute**

**Hospitable Learning
Space and Places**

Welcome to the Fire

Welcome to the first issue of Legacent: Living Legacy Conversations. You hold in your hands more than a magazine. This is an invitation to join a community of (adult) educators (from profit, charitable, government, academic, solo/small business entrepreneurs, and more) who understand that the most important educating happens in the years after 60.

This inaugural issue celebrates new beginnings. Not the kind that erases what came before. More so, to honour YOUR accumulated wisdom while opening doors to fresh contributions. We explore what it means to be a Legacent—someone who lives their legacy through meaningful conversations, intentional presence, and the generous sharing of their experiences.

Throughout these pages, you'll find stories from educators who teach in the reach, guide on the ride, and serve as sages off the page. You'll discover reflections from our Solace Grove community (Substack.com), updates from our growing YouTube video library, concept articles published (Medium.com), and practical tools for living your legacy with confidence shared on various media platforms like Pinterest and LinkedIn.

Each month, we gather around this hearth to share what we're learning, who we're becoming, and how we're making a contribution. This magazine brings together our work across Substack, YouTube, and Medium into a cohesive conversation about legacy, learning, and life after 60.

This issue's Legacy Question: What wisdom are you ready to share that you've been holding back?

We're honoured you're here. Pull up a chair. The conversation begins now.

Dr. Stephen Hobbs
WELLth Movement

What is Legacy?

Legacy is often thought of as what we leave behind after we are gone. Actually, it is much more than that. Legacy is both an outcome and an active process. It is **about the useful what's you gift to others so they can learn from your experiences**, shaping their own journey in meaningful ways. These *useful what's include time, effort, and money*, all of which can be allocated intentionally while you are still living.

Legacy is about how you live today. Instead of thinking about your legacy later. The truth is, legacy is built/grown in real-time. Every interaction, decision, and contribution you make shapes how others will remember, learn from, and carry forward your impact/influence.

Legacy is wholversical—a term that embraces the whole and the versatile nature of legacy within all intergenerational conversations about conservation. Conservation extends beyond ecology/environment. It's about not wasting resources, especially time, effort, and money.

Each generation inherits knowledge, systems, and values from those before them, and what they do with these resources determine what the next generation will receive. Legacy serves as the bridge between protecting what is valuable and adapting for the future. Whether it involves safeguarding cultural traditions, passing down ethical leadership, or pioneering sustainability initiatives, legacy is crucial in ensuring progress occurs without unnecessary waste or loss of wisdom.

This makes legacy a conversation. It is a shared responsibility that extends beyond individuals to families, communities, and society as a whole.

It is living intentionally while shaping a future that honours the past, values the present, and creates meaningful pathways for those who come next.

What's your legacy? The answer lies in what you decide to do now.

Explain/Describe Legacent?

A Legacent, through a legacy lens, is someone who lives and leads with the intention of contributing meaningfully across generations—through what they know, and through how they show up in the learning and living journeys of others. Their work is not merely educational—it's relational, intentional, and transformational. They transfer knowledge; more so, they shape legacy.

Who Is a Legacent?

A Legacent is a living legacy agent—a docent (who offers interpretive guidance), a mentor willing to answer questions, and an adventurer together in the unfolding journey of others. To explore the educational approaches of the Legacent is to appreciate how the Legacent integrates and dynamically balances

- Teach in the Reach,
- Guide on the Ride
- Sage off the Page

They are:

- Rooted in experience, open to emergence
- Committed to contribution over recognition
- Oriented toward mutual learning, not one-way teaching
- Focused on shaping the future through presence in the now

They engage legacy as something they intend to leave behind as they live forward on their unique journey and adventures with others.

Learn more about Legacents in the issues to follow - and how to become a Legacent!

What Are Living Legacy Conversations?

They align your voice and purpose.

As you work across Living Legacy Life, The Hearth of Legacy, and Legacy After 60, your conversations center on information to transformation.

“Living Legacy Conversations” are active (“Living”), value-centred (“Legacy”), and relational (“Conversations”).

They feel alive, inclusive, and ongoing — just like the cyclical rhythm of the New Moon.

They bridge Being and Becoming.

Your conceptual language often balances being (well-being, inner life) and becoming (well-living, outward contribution).

This subtitle reflects that dual movement: conversations that become legacy as they are lived. It's not static reflection — it's dynamic co-creation.

They integrate five core values.

Wholistic → the conversations include body, mind, spirit, and place

Reciprocal → all parties learn and give

Hospitable → conversation as welcome and belonging

Collaborative → creation and meaning are shared

Intergenerational → dialogue bridges age and experience

Each of these values lives naturally in the phrase — no forcing needed.

What Are Living Legacy Conversations?

They honour your educators 60+.

Educators in this life stage are more interested in dialogue than doctrine, conversation than curriculum.

They seek depth, connection, and contribution.

“Living Legacy Conversations” invites them to participate rather than just consume — it extends hospitality and intellectual kinship.

They are timeless and scalable.

As a subtitle, it can evolve with your offerings — from New Moon reflections to course discussions, podcast interviews, or YouTube themes.

You could later extend them into formats like:

- Living Legacy Conversations: The Olders’ Circle Series
- Living Legacy Conversations: Field Notes from the Hearth
- Living Legacy Conversations: Intergenerational Dialogues on Aging Wisely

“Living Legacy Conversations” expresses exactly what Legacent is about — a gathering place of voices and visions where educators live the legacy they intend to leave.

Table of Contents

Editor: Dr. Stephen Hobbs

Inaugural Issue - for display!
Authors of submission, noted
in the magazine
Publisher: WELLth Movement

Section 1

Welcome to the Fire	02
What is Legacy?	03
Describe/Explain Legacent	04
What Are Living Legacy Conversations?	05

Section 2

The Courage to Contribute	08
Solace Grove - Substack	11
Concept Articles - Medium	12
Legacy After 60 - YouTube	13
Notables: Insights/Comments	14

Section 3

Hospitable Learning Spaces and Places	15
Elements of Wisdom	18
Practical Page (Be-Have-Do)	19
Moving Forward: Reflection	20
Contact Us	21



THE COURAGE TO CONTRIBUTE

How One Educator Found Her Voice at 67

Margaret Session spent 40 years teaching high school mathematics. She retired at 65 with plans to travel, garden, and "finally relax." Two years later, she felt restless.

"I kept seeing problems I knew how to solve," Margaret says. "Junior teachers are struggling with the same classroom management issues I'd figured out decades ago. Students are giving up on math because nobody showed them the connections. I had answers, and I was sitting on them."

The turning point came at her granddaughter's parent-teacher conference. The young math teacher confessed she felt overwhelmed. Margaret offered to observe her class and share some strategies. That one conversation sparked a new chapter.

Teach in the Reach

Margaret started small. She visited the teacher's classroom once a week, not to critique or correct, yet to notice and respond to what the teacher needed right then.

Teach in the Reach means meeting learners where they are—emotionally, developmentally, and contextually. The Legacent offers bite-sized wisdom that expands the learner's stretch zone, not their stress zone.

"I didn't dump 40 years of experience on her," Margaret explains. "I watched for moments when one insight could make a difference. Sometimes it was a simple classroom routine. Other times, it was helping her see a struggling student through fresh eyes."

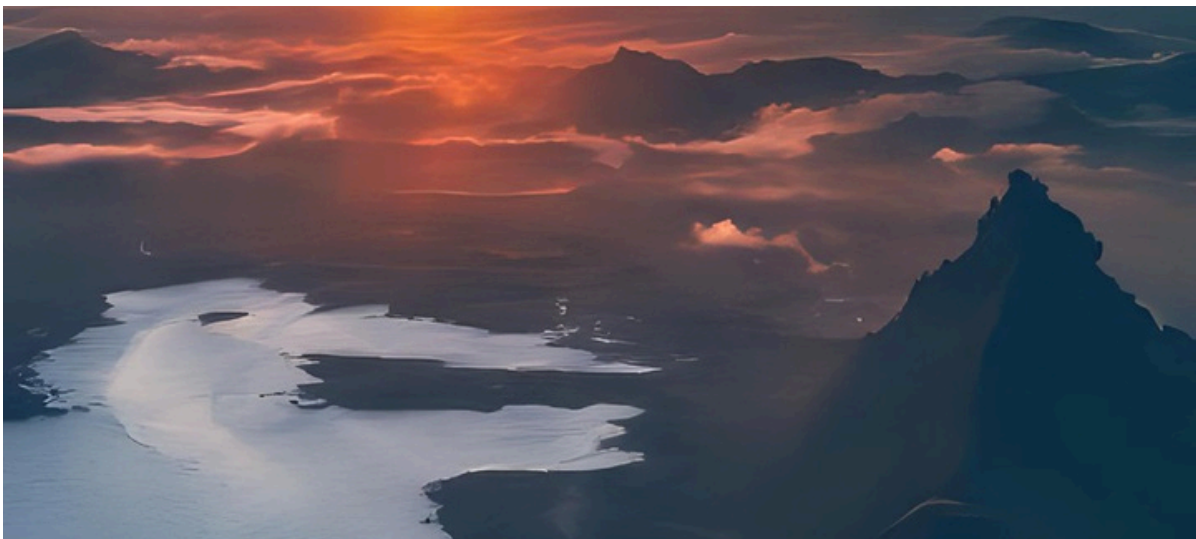
The young teacher thrived. Word spread. Three more teachers asked for Margaret's help. Then the principal invited her to lead a monthly mentoring circle.

From Recognition to Contribution

Margaret's story illustrates a key shift many educators experience after 60. The focus moves from building a career to building others' capacity. Recognition becomes less important than contribution.

"I don't need awards or titles anymore," Margaret says. "I need to know my experience matters. That what I learned through trial and error can help someone else avoid the same struggles."

This orientation toward contribution over recognition defines the Legacent approach. These educators don't seek the spotlight. They seek meaningful ways to light the path for others.



Guide on the Ride

As Margaret's mentoring work expanded, her approach evolved. She stopped offering answers and started asking questions that helped teachers discover their own solutions.

Guide on the Ride means walking with, not ahead of, the learner. The Legacent brings tools and stories while sharing the journey, not dictating the destination.

"I realized my job wasn't to make mini-versions of me," Margaret reflects. "Each teacher needed to find their own style, their own voice. My role was to walk alongside them while they figured it out."

Margaret now facilitates monthly "Teaching Circles" where new and experienced educators gather to share challenges and insights. She answers questions rather than ask questions. She listens more than she speaks. The teachers say these circles shifted their practice more than any professional development workshop.

Living the Legacy

Margaret's story shows what legacy looks like in action. It's not something she'll leave behind when she's gone. It's something she's living right now through every conversation, every mentoring session, every circle she facilitates.

"Legacy isn't about being remembered," Margaret says. "It's about helping others remember who they are and what they're capable of. When I see a young teacher find their confidence, that's my legacy happening in real time."

Reflection Question: What experience do you have that could help someone else right now? What's stopping you from reaching out?

//| Stephen Hobbs



MONTHLY REFLECTIONS: Substack.com

SOLACE GROVE: TOWNSPEOPLE IN CONVERSATIONS

The Paradox of Doing Less, Mattering More (illustrative)

The hardest lesson of my sixties arrived unexpectedly: I (Maria Krovac) matter more when I do less. For decades, I measured my worth by my baking schedule. Full calendars meant full purpose. Empty space felt like an empty value. Then age and wisdom conspired to teach me differently.

Now I understand that presence matters more than productivity. One deep conversation creates more impact than ten shallow interactions. Quality attention beats quantity every time.

This doesn't mean doing nothing. It means doing what matters, with intention, at a sustainable pace. It means creating space for others to grow, rather than filling every moment with my own activity.

Reflection Question: Where in your life could less become more?

[Read the full article at solacegrove.substack.com]

What Readers Are Saying

"Your words about slowing down gave me permission to step back from committee work that was draining me. Thank you for showing that 'no' can be a legacy choice." — Patricia R., Calgary

"The concept of 'presence over productivity' shifted how I approach grandparenting. Now I put my phone away and just BE with my grandkids." — James M., Vancouver

Subscribe at stephenhobbs.substack.com to join our weekly stories

CONCEPT ARTICLES Medium.com

Featured This Month (illustrative)

The Five Values That Guide Legacy Decisions

Published 2025

Every choice you make either moves you toward your intended legacy or away from it. This article introduces five core values that help educators make decisions aligned with their deepest intentions: wholistic thinking, reciprocal relationships, hospitable environments, collaborative creation, and intergenerational connection.

When these values guide your choices, decision-making becomes clearer. You know what to say yes to and what to decline with grace.

[Read on <https://Medium.com/@stephenhobbs>]

Why "Teach in the Reach" Shifts Everything

Published 2025

Traditional teaching often aims too high or too low. We overwhelm learners with information they can't yet absorb, or we underestimate what they're ready to grasp. Teaching in the reach finds the sweet spot where challenge meets capacity.

This concept article explores the neuroscience and practical application of meeting learners exactly where they are.

[Read on <https://Medium.com/@stephenhobbs>]

Legacy in Concept: What We're Exploring Next

- The difference between mentoring and advising (and why it matters)
- How to facilitate conversations that unlock wisdom instead of transmitting information

Follow our Medium publication to catch new concept articles weekly

YOUTUBE HIGHLIGHTS YouTube.com

Featured Long-Form Episode (illustrative)

"What Makes a Legacent? The Three Educational Approaches"

Runtime: 18 minutes | Published September 2025

Join Dr. Stephen Hobbs for a deep exploration of what distinguishes a Legacent from other educators. Learn about the three signature approaches—Teach in the Reach, Guide on the Ride, and Sage off the Page—with practical examples from experienced mentors.

This episode includes downloadable guides and reflection questions to help you identify your own Legacent qualities.

[Watch now: <https://youtube.com/@LegacyAfter60>]

YouTube Shorts This Month

"The Two-Minute Legacy Check" (2:15)

Quick daily practice to ensure your actions align with your intended legacy.

"When to Teach, When to Guide" (1:58)

How to recognize which approach a learner needs right now.

"Sage Moments: Wisdom in the Wild" (2:30)

Stories of unexpected teaching moments that shaped lives.

**Subscribe to catch new videos weekly,
including Shorts every morning
(sometimes we skip Sunday morning)**

Notable 1



"Your concept of **teach in the reach** shifted how I volunteer at the literacy centre. Instead of dumping information on adult learners, I wait for the moment when a particular skill will unlock their progress. Students are learning faster and feeling more confident."

— Thomas R., Edmonton

Notable 2



"My 23-year-old neighbour and I started a monthly '**reciprocal learning** lunch' after reading your magazine. She teaches me about social media marketing for my small business. I teach her about financial planning.

We both love it!"

— David K., Toronto

Notable 3



Ageism works in both directions. Older people sometimes dismiss younger colleagues as inexperienced or entitled. Younger people sometimes dismiss older colleagues as out of touch or resistant to change. Breaking through these stereotypes requires intentional design and facilitation.

Notable 4



I've been struggling with retirement for two years. Your article about contribution over recognition helped me see that I haven't lost my purpose—I just need to redirect it. I'm starting to mentor young infrastructure engineers at work before I retire. And it feels right!

— Jamal M., Solace Grove



HOSPITABLE LEARNING SPACES AND PLACES

Building Bridges
Through Story: The
Intergenerational
Writing Project

When Maria Santos moved into a Solace Grove retirement community at 71, she noticed something missing: a meaningful connection between residents and the surrounding neighbourhood. The facility felt isolated, separated from the vibrant community just beyond its walls.

Maria had spent her career as a high school English teacher. She knew the power of storytelling to build bridges. So she proposed an idea: pair residents with students from the nearby high school to create shared stories.

The Project Takes Shape

The program started small. Six residents. Six students. One semester. The pairs would meet weekly to exchange stories, with students helping residents write their life narratives while residents mentored students in the craft of storytelling.

"I didn't want it to be residents talking AT students," Maria explains. "I wanted a genuine exchange. Students bring a fresh POV. Residents bring experience. Together, they create something neither could make alone."

Reciprocal Learning in Action

Reciprocal relationships create partnerships where everyone gives and receives. Both parties learn, grow, and contribute to shared meaning.

The pairings surprised everyone with their chemistry. James, 83, partnered with Devon, 16, to write about their shared experience with anxiety—separated by 67 years, yet connected by a common challenge. Margaret, 76, and Aisha, 17, explored their parallel journeys of immigration and finding a sense of home in a new country.

Devon shared: "I thought this would be me helping an old person write their memories. Instead, James taught me that anxiety doesn't define you. He showed me strategies for managing it that no counsellor ever mentioned. And he listened to my story without judgment. He just...got it." James responded: "Devon helped me see my anxiety journey through new eyes. The questions he asked made me realize I'd learned more from that struggle than I thought. Writing it down with his help turned my mess into meaning."

What Made It Work

The project succeeded because Maria designed it around core principles:

Wholistic approach: Sessions included writing time, conversation, shared meals, and reflection. The learning happened everywhere, not just on paper.

Hospitable space: Maria transformed the community room with comfortable seating, good lighting, and refreshments. She created an atmosphere where both generations felt welcome and valued.

Collaborative creation: The stories belonged to both partners. Students weren't transcribers. Residents weren't just sources. They were co-authors creating something new together.

Mutual respect: Maria set clear expectations that everyone had valuable knowledge to share and important things to learn.

Unexpected Outcomes

What started as six pairs has grown to 30 partnerships across three semesters. The stories created together have been compiled into an annual publication that the community library now carries. Local media covered the project, inspiring similar initiatives in two other facilities.

Yet the real impact shows up in relationships that continue long after projects end. Students visit their partners outside scheduled sessions. Residents attend student events. Graduation ceremonies now include faces from the retirement community cheering alongside families.

"The writing was just the excuse to bring people together," Maria reflects. "The real magic happened in the relationships. Students gained mentors, role models, and proof that aging doesn't end curiosity or relevance. Residents gained renewed purpose, fresh perspectives, and genuine friendships across generations."

Lessons from the Field

Start with hospitality. Before any learning can happen, people need to feel welcome and safe. Attention to physical space and emotional environment pays dividends. Design for reciprocity. If one group appears to be "helping" the other, you've created charity instead of community. True learning requires mutual contribution.

Trust the process. Maria didn't script the conversations or mandate specific outcomes. She created conditions for connection and let relationships develop organically.

Celebrate together. The semester-end celebration brings families from both sides together to share stories and honor the partnerships. This public recognition validates the work and the relationships.

Replication Guide

Want to try something similar in your community? Maria offers this advice:

1. Identify a shared interest or project that both generations care about
2. Create a physical space that welcomes both age groups comfortably
3. Establish clear time commitments that respect everyone's schedule
4. Design for equal contribution—both give, both receive
5. Build in reflection time so participants can process what they're learning
6. Celebrate the work publicly to honour the relationships

"The most important thing," Maria emphasizes, "is to believe that both generations have something valuable to offer. When you hold that belief, everything else follows."

*Author: Rosa, Solace Grove Librarian
Interview for Legacent Certification Portfolio*

ELEMENTS OF WISDOM

Seasons of Contribution

A poem by Chen Hicent, Solace Grove

Spring came when I thought winter had settled in for good,
not the spring of planting new gardens,
rather the spring of sharing seeds I'd saved.

Summer arrived in conversation,
warmth of attention given and received,
growth happening in spaces between words.

Autumn brings harvest I didn't plant myself,
watching others gather what they cultivated
from seeds I barely remember offering.

Winter holds its own grace now,
not ending, yet deepening,
roots finding water far below the frost.

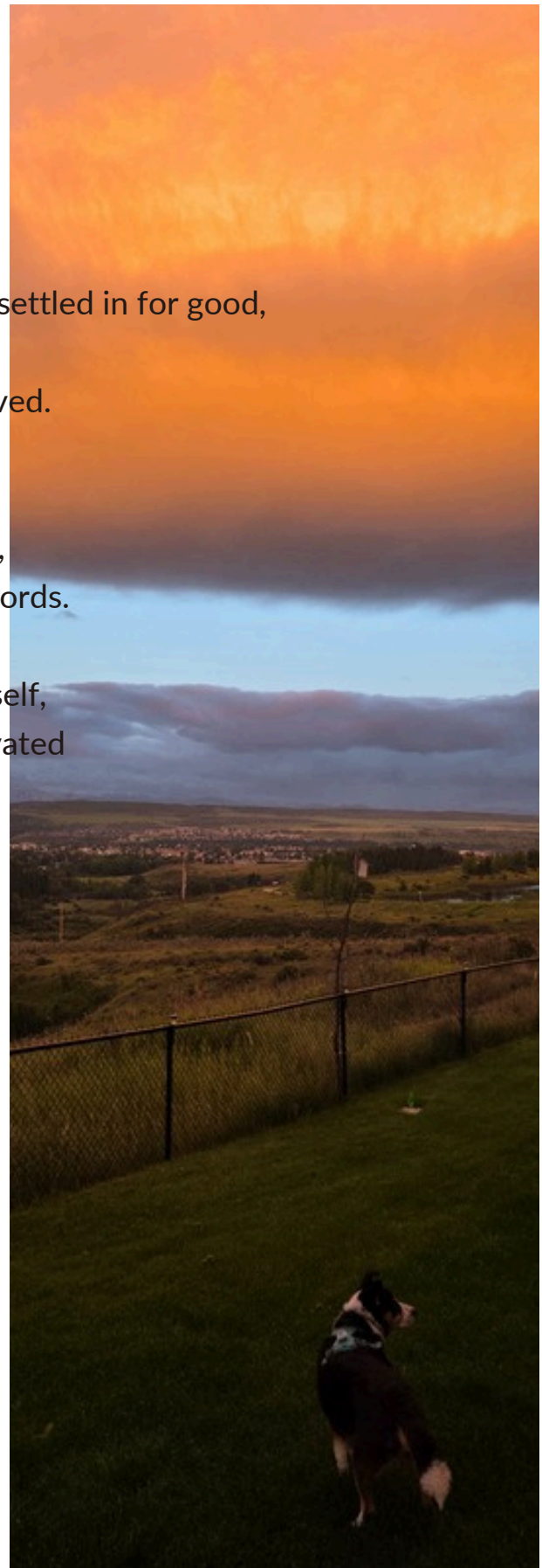
The seasons continue.

The circle turns.

The legacy lives.

Invitation: Share your own creative
expression of legacy at
stephen@wellthmovement.com

We are collecting submissions for the
Solace Grove Equinox and Solstice
Activity Prompt Books and Journals



Practice Page

Mapping Your Contribution

This practice helps you see where your legacy is happening right now and where you might want to redirect your energy.

Time needed: 20-30 minutes

Materials: Journal or paper, pen, quiet space

PAUSE

Find a comfortable seat. Take three deep breaths. Set aside concerns about what you should be being-having-doing and create space for honest reflection about living your life NOW.

REFLECT

Draw a simple pie chart representing how you currently spend your “living life” time (according to these 4 categories: personal wellness and sleep/eating, work and job, philanthropy and voluntarism, and leisure and recreation).

Explain each section with activities like:

- Spending time with family/friends
- Learning new skills or knowledge
- Sharing expertise through instructing/mentoring
- Volunteering or community service
- Creative pursuits
- Self-care and renewal
- Other activities

___ Now answer these questions in your journal:

1. Which activities in my pie chart align with my deepest values?
2. Which activities feel like legacy-building—contributing to something beyond my immediate needs?
3. Which activities drain me without generating meaningful impact?
4. What's missing from this chart that I wish were present?
5. If I made one shift to bring my time more in line with my intended legacy, what would it be?

SHARE

Choose one insight from this reflection to share with someone you trust.

Sometimes naming what we notice helps us act on it.

Consider: Who in your life is also thinking about legacy?

Invite them to do this practice and share your discoveries together.

Moving Forward: Reflection

The fire that warms this hearth never burns alone. It's tended by every person who gathers here, every story shared, every question asked, every wisdom offered.

You've joined a community of (adult) educators who value the fact that the most important education extends beyond classrooms with captive audiences. Instead, it happens in conversations with willing attendees. Not through lectures from the front; more so, through presence on the journey.

As this inaugural issue comes to a close, we invite you to carry one intention forward:

Identify one person who could benefit from your experience and reach out to them this week. Not to fix them. Not to tell them what to do. To offer presence, to ask good questions to start a collaborative conversation, to walk beside them for a while.

That's how legacy lives.

"The conversations we have today become
the wisdom others carry forward tomorrow."



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Connect With Us

Substack: stephenhobbs.substack.com/

(About Solace Grove townspeople)

YouTube: youtube.com/@LegacyAfter60

(About all things legacy after 60 and more)

Medium: medium.com/@wellthlearning

(About concepts, theories, and research)

Email: stephen@wellthmovement.com

Website: wellthmovement.com

WELLth Movement

Living legacy you intend to leave through
gifting, contribution, and conversation!

Next Issue: November 5, 2025

