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Activity: Baby Rockers

Domain: Social/Emotional

Objective

For each client to maintain a sense of belonging, connectedness and independence in the community.

Group Size

4-6

Materials

None

Description

Arrange with a local child day care center or hospital nursery for clients to come visit. Clients volunteer rocking, playing and feeding babies. Clients can also read and play with children. Clients can also assist with cleaning toys, folding blankets and sheets.

Variations:

Adopt a grandparent

Activity: Community Mailers

Domain: Social/Emotional

Objective

For each client to maintain a sense of belonging and independence in the community.

Group Size

Depends on the project

Materials

Depends on the project

Description

Arrange with different agencies such as the symphony, political party, ect. Ask if they have mailers which need to be sent out and have your clients’ fold, stuff in envelopes, label and stamp the mailers.

Activity: Visiting Writer

Domain: Social/Emotional

Objective

For each client to maintain independence with writing letters to family and friends. To have the opportunity to express self.

Group Size

1+

Materials

Depends on the project

Description

Solicit an English student from the local University or College to come in and assist clients to write letters to their family and friends. Have the students assist the clients in setting up email accounts to communicate with loved ones. Work with another building to be pen pals. Arrange for student to have a poetry reading and writing activity once a month. Have the client’s submit their writings in your building’s newsletter or have a bulletin board to display their writings. For a Christmas gift for families, bind their writings into a book.

**Activity Category:** Esteem Building/Empowerment

**Name activity:** Clean up and Chores

**Group Size:** 10

**Activity Duration:** 20-30 min

**Setting Consideration:** Indoors, recreation room or common room

**Purpose/Goal:**  Provides sensory and memory stimulation. Encourages positive emotion by engaging in familiar activity. Provides normalization. Encourages use of procedural memory. Improves fine motor and gross motor skills.

**Supplies Needed:**  Unbreakable dinnerware. Dependent on meal being served. Dependent on other household chores in which the residents wish to engage in ie; brooms, non-toxic cleaning tools, laundry baskets. Sink and tub in which to wash dishes

**Set up:** Gather residents in common area with supplies.

**Intervention Description**: Gather residents who would benefit from the activity. Set out supplies. Clearly state step by step directions as the preparation proceeds. Provide visual cues and mirroring to encourage participation. Residents can wash dinnerware even if it was not dinnerware used at the meal. Residents can fold socks, towels, dish rags ect… these items can be kept in a laundry basket at all times and brought out when needed.

**Special Consideration or Risks:**  Use appropriate precautions when handling supplies and tools.

**Activity Category:** Esteem Building/Empowerment

**Name activity:** Meal Prep

**Group Size:** 30

**Activity Duration:** 30 min

**Setting Consideration:** Indoors, recreation room or common room

**Purpose/Goal:**  Provides sensory and memory stimulation. Encourages positive emotion by engaging in familiar activity. Provides normalization. Encourages use of procedural memory. Improves fine motor and gross motor skills.

**Supplies Needed:**  Tablecloths, placemats, utensils, napkins. Dependent upon meal being served.

**Set up:** Gather residents in common area with supplies.

**Intervention Description**: Gather residents who would benefit from the activity. Set out supplies. Clearly state step by step directions as the preparation proceeds. Provide visual cues and mirroring to encourage participation. Additional staff can provide more personal cueing to residents.

**Special Consideration or Risks:**  Vary the activity based on the residents’ ability to safely participate. Use appropriate precautions when handling supplies and tools.

# HAND MADE POSTCARDS

(GROUP & / or INDIVIDUAL CRAFT)

GOAL FOR THIS ACTIVITY IS TO HAVE CLIENTS ACHIEVE SELF-SATISFACTION AND FEELING OF SUCCESS FROM DESIGNING AND MAILING (IF DESIRED) THEIR OWN HAND-MADE POSTCARDS.

*SUPPLIES:* 3 X 5 OR 5 X 7 SIZE INDEX CARDS, CARDSTOCK, POST CARD TEMPLATE OR PENS TO DESIGN THE ADDRESS/MESSAGING SIDE OF CARD, DIE CUTS, RIBBONS OR EVEN CUT OUTS, PENS, CRAYONS, COLORED PENCILS, GLUE, AND SCISSORS TO DECORATE FACE OF POST CARD, POSTAGE, MAILING GUIDELINES FOR POST CARD REQUIREMENTS.

*SKILL/LIMITATIONS OF PARTICIPANTS*: ALL YOU NEED IS SOME EXCITEMENT, CREATIVITY, AND DESIRE TO PARTICIPATE.

*PROCEDURES*: GATHER DECORATING SUPPLIES AND RESIDENTS, SHOW SOME PRE-MADE POSTCARD EXAMPLES, HAVE FUN CREATING TOGETHER AND INDIVIDUALLY POSTCARDS TO SEND TO FAMILY AND FRIENDS.

*LENGTH OF ACTIVITY*: 15 TO 30 MINUTES (VARIES).

*PRECAUTIONS*: MONITOR SCISSOR AND GLUE USE FOR SAFETY.

BODY POSITION REQUIREMENTS:

* ABILITY TO SIT FOR PERIOD OF TIME.
* ONE OR TWO HANDED USE.
* EYE/HAND COORDINATION
* FINE MOTOR SKILLS

SENSE REQUIREMENTS:

* TOUCH
* SIGHT
* HEARING

SOCIAL ASPECTS:

* 1:1 ACTIVITY
* SMALL GROUP
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP

COGNITIVE ASPECTS:

* ATTENTION SPAN
* SHORT &/OR LONG-TERM MEMORY
* TIME GIVEN FOR RESPONSE
* OBJECT IDENTIFICATION

EMOTIONAL ASPECTS:

* USE OF PAST SKILLS
* USE OF PAST MEMORIES
* HIGHLIGHTS INDIVIDUALITY
* FOSTERS SENSE OF BELONGING
* EXPERIENCES SENSE OF SUCCESS
* ANTICIPATION/ANXIETY

# HANDMADE CARDS

(CRAFT: INDIVIDUAL OR GROUP)

**GOAL**: IS TO HAVE CLIENTS ACHIEVE SELF SATISFACTION & SUCCESS FROM DESIGNING (AND MAILING) THEIR OWN HANDMADE CARDS TO FAMILY AND FRIENDS (ENCOURAGING COMMUNICATION, CREATIVITY, FOCUS, FINE MOTOR USE).

**SUPPLIES**: CARD STOCK, DIE-CUTS, RIBBONS, BRADS, PRINTED SAYINGS, COLORED PENCILS AND PENS, SCISSORS, GLUE, PREDETERMINED DESIGN LAYOUTS AND EXAMPLES IN VARIETY OF STAGES TO FOLLOW OR PROVIDE INSPIRATION.

**SKILL/LIMITATIONS OF PARTICIPANTS**: USE OF ONE TO TWO HANDS RECOMMENDED.

**PROCEDURES**: GATHER CLIENTS AROUND SUPPLIES AND CARD EXAMPLES, PROVIDE ASSIST AS NEEDED TO FOLLOW PREDETERMINED DESIGN OR OFFER SUGGESTIONS AS DESIRED FOR THOSE CLIENTS PREFERRING TO CREATE THEIR OWN DESIGN.

**LENGTH OF ACTIVITY**: 15 TO 60 MINUTES (VARIES).

**PRECAUTIONS**: MONITOR SCISSOR AND GLUE FOR SAFETY.

**BODY POSITION REQUIREMENTS**:

* ABILITY TO SIT FOR PERIOD OF TIME.
* USE OF ONE TO TWO HANDS RECOMMENDED.
* EYE/HAND COORDINATION
* FINE MOTOR SKILLS

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* TOUCH

**SOCIAL ASPECTS**:

* SMALL GROUP OR 1:1 ACTIVITY
* REQUIRES ONGOING CONVERSATION
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP
* REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

**COGNITIVE ASPECTS**:

* ATTENTION SPAN
* SHORT -TERM MEMORY
* CONCRETE AND ABSTRACT THINKING
* SEQUENCING SKILLS
* PROBLEM SOLVING SKILLS NEEDED
* TIME FOR RESPONSE GIVEN
* OBJECT IDENTIFICATION
* DIRECTIONALITY
* MID TO MODERATE CONCENTRATION NEEDED
* ABILITY TO FOLLOW STEP BY STEP INSTRUCTIONS

**EMOTIONAL ASPECTS**:

* USE OF NEW AND / OR PAST SKILLS
* USE OF PAST MEMORIES
* HIGHLIGHTS INDIVIDUALITY
* PROMOTES BODY AWARENESS
* INCREASES SENSE OF SELF
* EXPERIENCES SENSE OF SUCCESS, ANTICIPATION, OR ANXIETY

# HANDMADE ENVELOPES

(CRAFT: INDIVIDUAL OR GROUP)

**GOAL** FOR THIS ACTIVITY IS TO HAVE CLIENTS EXERCISE THEIR FINE MOTOR SKILLS, CONCENTRATION LEVELS & CREATIVITY, IN ADDITION TO EXPERIENCING SELF SATISFACTION WITH CREATING SOMETHING TO SEND TO SOMEONE SPECIAL IN THEIR LIFE- HOPEFULLY ALSO TO INSPIRE LETTER OR CARD CREATING TO FILL THEIR ENVELOPE WITH (ENCOURAGE COMMUNICATION WITH FAMILY AND FRIENDS).

**SUPPLIES**: ENVELOPE TEMPLATE, CARDSTOCK OR OTHER PAPER, SCISSORS, GLUE/TAPE, DIE-CUTS/RIBBONS/OR OTHER DECORATIVE SUPPLIES TO FURTHER EMBELLISH THE ENVELOPE WITH IF DESIRED. STATIONARY, POSTAGE, AND ADDRESSES IF CLIENTS DESIRE TO WRITE OR SEND CARD AFTER COMPLETION OF ENVELOPE.

**SKILL/LIMITATIONS OF PARTICIPANTS**: REQUIRES FINE MOTOR SKILLS AND USE OF TWO HANDS.

**PROCEDURES**: HAVE CLIENTS GATHER AROUND SUPPLIES AND DISPLAYS OF COMPLETED AND SEMI-COMPLETED EXAMPLES. ASSIST CLIENTS AS NEEDED WITH FOLLOWING TEMPLATE OR WITH VARIATIONS TO TEMPLATE, FOLDING AND ASSEMBLING ENVELOPES. OFFER STATIONARY AND PENS IF CLIENTS DESIRE TO WRITE CORRESPONDENCE TO FILL THEIR ENVELOPES WITH.

**LENGTH OF ACTIVITY**: 15 TO 30 MINUTES (VARIES).

**PRECAUTIONS**: MONITOR SCISSOR AND GLUES FOR SAFETY.

**BODY POSITION REQUIREMENTS**:

* ABILITY TO SIT FOR PERIOD OF TIME.
* USE OF TWO HANDS.
* EYE/HAND COORDINATION
* FINE MOTOR SKILLS

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* TOUCH

**SOCIAL ASPECTS**:

* SMALL GROUP OR 1:1 ACTIVITY
* REQUIRES ONGOING CONVERSATION
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP

**COGNITIVE ASPECTS**:

* ATTENTION SPAN
* SHORT -TERM MEMORY
* CONCRETE AND ABSTRACT THINKING
* SEQUENCING SKILLS
* PROBLEM SOLVING SKILLS NEEDED
* OBJECT IDENTIFICATION
* DIRECTIONALITY
* ABILITY TO FOLLOW STEP BY STEP DIRECTIONS

**EMOTIONAL ASPECTS**:

* USE OF NEW AND / OR PAST SKILLS
* USE OF PAST MEMORIES
* INCREASES SENSE OF SELF AND HIGHLIGHTS INDIVIDUALITY
* EXPERIENCES SENSE OF SUCCESS, ANTICIPATION, AND OR ANXIETY

# HOMEMADE CHAP-STICK

(CRAFT / SENSORY / BEAUTY)

**GOAL** TO HAVE CLIENTS EXPERIMENT WITH SMELL / TEXTURE / TASTE OF PRODUCT.

**SUPPLIES**: CHAP-STICK RECIPES AND INGREDIENTS, CONTAINERS.

**SKILL/LIMITATIONS OF PARTICIPANTS**: ABILITY TO FOLLOW DIRECTIONS AND BE WILLING TO USE CREATIVITY AND EXPERIMENTATION.

**PROCEDURES**: HAVE CLIENTS GATHER WITH PREVIOUSLY PREPARED CHAP-STICK BASE AND PROVIDE ITEMS TO CHANGE TEXTURE, ADD SMELLS, PROVIDE SHINE, AND FLAVOR. VARIATIONS OR ADAPTATIONS COULD INCLUDE CLIENT PREPARING CHAP-STICK BASE, USING PRODUCTS FOR FUNDRAISER OR GIFT GIVING.

**LENGTH OF ACTIVITY**: 20 TO 60 MINUTES (VARIES).

**PRECAUTIONS**: BE AWARE OF HYPOALLERGENIC NEEDS OR CONCERNS (USE ONLY INGREDIENTS THAT ARE SAFE TO INGEST).

**BODY POSITION REQUIREMENTS**:

* ABILITY TO SIT FOR PERIOD OF TIME.
* Use of TWO HANDS
* EYE/HAND COORDINATION
* FINE MOTOR SKILLS.

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* Touch
* SMELL
* TASTE

**SOCIAL ASPECTS**:

* SMALL GROUP OR 1:1 ACTIVITY
* REQUIRES ONGOING CONVERSATION
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP
* REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

**COGNITIVE ASPECTS**:

* ATTENTION SPAN
* SHORT -TERM MEMORY
* CONCRETE AND ABSTRACT THINKING
* SEQUENCING SKILLS
* PROBLEM SOLVING SKILLS NEEDED
* OBJECT IDENTIFICATION
* TIME GIVEN FOR RESPONSE.
* DIRECTIONALITY
* MID TO MODERATE CONCENTRATION NEEDED
* ABILITY TO FOLLOW STEP-BY-STEP DIRECTIONS.

**EMOTIONAL ASPECTS**:

* USE OF NEW AND / OR PAST SKILLS
* PAST MEMORIES
* HIGHLIGHTS INDIVIDUALITY
* PROMOTES BODY AWARENESS
* INCREASES SENSE OF SELF
* EXPERIENCES SENSE OF SUCCESS
* ANTICIPATION/ANXIETY

# DESIGN A PLACEMAT

(CRAFT: GROUP OR INDIVIDUAL)

**GOAL** FOR THIS ACTIVITY IS TO HAVE CLIENTS EXCERSIZE THEIR CREATIVITY AND ACHIEVE SENSE OF SATISFACTION BY CREATING A PLACEMAT TO BE USED TO ENHANCE MEAL TIME EXPERIENCE AND ATMOSPHERE IN THE DINING AREA.

**SUPPLIES**: CLEAR STICK CONTACT PAPER, DIE-CUTS, DECORATIVE PAPER, STREAMERS, SCISSORS, MARKERS, PENS, VARIOUS SAYINGS.

**SKILL/LIMITATIONS OF PARTICIPANTS**: MONITOR USE OF SCISSORS FOR SAFETY.

**PROCEDURES**: PROVIDE CLIENTS WITH TWO 8 X 11 SIZE CLEAR CONTACT SHEETS AND VARIETY OF SUPPLIES AS LISTED ABOVE. ENCOURAGE CLIENTS TO MAKE THEIR OWN PERSONALIZED DESIGN WITH SUPPLIES AND AFFIX DESIGN BETWEEN THE SETS OF CLEAR CONTACT SHEETS. ONCE COMPLETED, THESE PLACE MATS ARE EASILY CLEANABLE AND MAY BE USED AT MEALTIMES TO ADD A LITTLE SOMETHING EXTRA TO THEIR TABLE SETTINGS.

**LENGTH OF ACTIVITY**: 30 TO 60 MINUTES (VARIES).

**PRECAUTIONS**: MONITOR USE OF SCISSORS FOR SAFETY.

VARIATIONS: HAVING CLIENTS PAINT OR DRAW PICTURES TO HAVE LAMINATED, DESIGN COLLAGES TO HAVE LAMINATED, DESIGN PLACEMATS USING LEVI’S WITH POCKETS INTACT AND NO SEW HEAT ACTIVATED WEBBING. USE FELT DESIGNS AND EXPLORE WAYS TO LAMINATE OR WATER PROOF.

**BODY POSITION REQUIREMENTS**:

* ABILITY TO SIT FOR PERIOD OF TIME.
* Use of at least one hand.

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* TOUCH

**SOCIAL ASPECTS**:

* SMALL GROUP OR INDIVIDUAL
* REQUIRES ONGOING CONVERSATION
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP
* REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

**COGNITIVE ASPECTS**:

* ATTENTION SPAN
* SHORT AND LONG TERM MEMORY
* CONCRETE THINKING
* SEQUENCING SKILLS
* PROBLEM SOLVING SKILLS NEEDED
* OBJECT IDENTIFICATION
* DIRECTIONALITY
* MILD CONCENTRATION NEEDED
* ABILITY TO FOLLOW DIRECTIONS

**EMOTIONAL ASPECTS**:

* USE OF NEW AND / OR PAST SKILLS
* INCREASES SENSE OF SELF
* EXPERIENCES SENSE OF SUCCESS, ANTICIPATION, ANXIETY

# T-SHIRT DESIGN

(CRAFT: GROUP OR INDIVIDUAL)

**GOAL** FOR THIS ACTIVITY IS TO HAVE CLIENTS EXCERSIZE THEIR CREATIVITY AND ACHIEVE SENSE OF SATISFACTION BY DESIGNING A T-SHIRT TO WEAR.

**SUPPLIES**: ELMER’S WASHABLE BLUE GEL GLUE, TSHIRT, RIT DYE, BASIN, WATER.

**SKILL/LIMITATIONS OF PARTICIPANTS**: DESIRE TO PARTICIPATE

**PROCEDURES**: HAVE CLIENTS USE ELMER’S GLUE TO DRAW DESIGNS OR WRITE DESIRED QUOTES ONTO TSHIRTS. ALLOW GLUE TO DRY. PUT TSHIRT INTO TUB OF DYE (FOLLOWING DYE DIRECTIONS ON PACKAGE), ONCE SHIRT HAS BEEN RINSED AND WASHED, GLUE WILL BE GONE LEAVING DESIGN IN IT’S PLACE. STEP BY STEP INSTRUCTIONS AND EXAMPLES CAN BE FOUND ON SWEET VERBANA’S WEBSITE.

**LENGTH OF ACTIVITY**: 30 TO 60 MINUTES (VARIES).

**PRECAUTIONS**: MONITOR USE OF GLUE AND DYE FOR SAFETY.

**BODY POSITION REQUIREMENTS**:

* ABILITY TO SIT FOR PERIOD OF TIME.
* Use of at least one hand.

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* TOUCH

**SOCIAL ASPECTS**:

* SMALL GROUP OR INDIVIDUAL
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP
* REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

**COGNITIVE ASPECTS**:

* ATTENTION SPAN
* SHORT AND LONG TERM MEMORY
* CONCRETE AND ABSTRACT THINKING
* SEQUENCING SKILLS
* PROBLEM SOLVING SKILLS NEEDED
* OBJECT IDENTIFICATION
* DIRECTIONALITY
* MILD TO MODERATE CONCENTRATION NEEDED
* ABILITY TO FOLLOW DIRECTIONS

**EMOTIONAL ASPECTS**:

* USE OF NEW AND / OR PAST SKILLS
* INCREASES SENSE OF SELF
* EXPERIENCES SENSE OF SUCCESS, ANTICIPATION, ANXIETY

# GREETING CARD BOX

(CRAFT)

**GOAL** TO ASSIST CLIENTS IN CREATING A FUN STORAGE BOX TO KEEP THE GREETING CARDS THEY MAKE AND ACQUIRE THROUGH THE YEAR ORGANIZED. TO INSPIRE AND ENCOURAGE WRITTEN COMMUNICATION FROM THE CLIENT TO THEIR FAMILY AND FRIENDS.

**SUPPLIES**: SHOE BOXES, GLUE, SCISSORS, CARDSTOCK (FOR DIVIDERS), PENS, MARKERS, PENCILS, DIE-CUTS, SMALL SUPPLY OF GREETING CARDS TO START THEIR COLLECTION WITH..FELT OR MATERIAL TO LINE THE BOXES WITH. SPRAY ADHESIVE.

**SKILL/LIMITATIONS OF PARTICIPANTS**: willingness to participate.

**PROCEDURES** :ASSIST CLIENTS IN LINING THEIR SHOE BOX WITH MATERIAL OR FELT ADHEREING MATERIAL TO THE SHOE BOX WITH SPRAY ADHESIVE. ASSIST CLIENTS IN COVERING AND DECORATING OUTSIDE OF BOX AND LID WITH RESIDENT’S PREFERRED MATERIAL, PAPER, ETC.HAVE CLIENTS DECORATE AND LABEL SECTION SEPERATOR CARDS MADE OUT OF CARDSTOCK- INCLUDE BIRTHDAY SECTION, CONGRATULATION SECTION, SYMPATHY SECTION, JUST BECAUSE, AND ANY OTHER SECTIONS THE CLIENT WOULD LIKE TO HAVE IN THEIR BOX. HAVE SOME BLANK CARDS AVAILABLE FOR RESIDENTS TO “START” THEIR BOXES WITH. ENCOURAGE CLIENTS TO USE BOX TO STORE ANY CARDS THEY MAKE OR BUY UNTIL THEY ARE SENT.

**ADAPTATIONS: COULD USE NARROW WICKER LINED BASKETS AND HAVE THE CLIENT FOCUS MAINLY ON DECORATION OF CARD SECTION SEPERATORS.**

**LENGTH OF ACTIVITY**: 30 to 60 MINUTES (VARIES).

**PRECAUTIONS**: MONITOR SCISSOR, GLUE, AND ADHESIVE FOR SAFETY.

**BODY POSITION REQUIREMENTS**:

* ABILITY TO SIT FOR A PERIOD OF TIME
* USE OF TWO HANDS..

**SENSE REQUIREMENTS**:

* SIGHT, HEARING, TOUCH

**SOCIAL ASPECTS**:

* GROUP OR 1:1 ACTIVITY
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP

**COGNITIVE ASPECTS**:

* ATTENTION SPAN
* SHORT and Long TERM MEMORY
* CONCRETE / ABSTRACT THINKING
* SEQUENCING SKILLS
* PROBLEM SOLVING SKILLS NEEDED
* OBJECT IDENTIFICATION
* DIRECTIONALITY
* Mild TO MODERATE CONCENTRATION NEEDED
* ABILITY TO FOLLOW STEP BY STEP INSTRUCTIONS

**EMOTIONAL ASPECTS**:

* USE OF NEW AND / OR PAST SKILLS
* INCREASES SENSE OF SELF
* EXPERIENCES SENSE OF SUCCESS, ANTICIPATION/ANXIETY

**ORIGAMI**

(Craft: 1:1 Activity OR small group)

GOAL: To have Clients be able to reminisce, exercise fine motor skills, and achieve a sense of accomplishment from learning how to make something they can do with their young family members or friends ..

SUPPLIES: Paper and attached instructions.

SKILL/LIMITATIONS OF PARTICIPANTS: fine motor skills needed.

PROCEDURES: Gather clients around a table, providing pre-sized paper. Show examples of project in different completed stages. Assist Clients to follow instructions and examples to achieve the finished origami product. During and after activity, discuss with clients their memories of doing origami with their grandparents or grandchildren, how they would like to incorporate their origami into an upcoming activity (framing paper origami hearts, sailor hats, boats etc).

**Variations**: Could do as a timed activity- whichever client is able to complete the most origami boats in a certain

amount of time wins a prize. Could do as a intergenerational activity (one of my favorite memories of my

grandparents is making sailor hats out of the Sunday paper).

LENGTH OF ACTIVITY: 20 MINUTES (VARIES).

PRECAUTIONS: monitor for any frustration levels.

BODY POSITION REQUIREMENTS:

• Ability to sit for a period of time.

• Use of two hands

• Fine motor skills.

SENSE REQUIREMENTS:

• SIGHT, HEARING, TOUCH

SOCIAL ASPECTS:

• SMALL GROUP OR INDIVIDUAL 1:1

• COOPERATION

• ABILITY TO LISTEN

• REQUIRES ONGOING CONVERSATION

• TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

• INDEPENDENT WORK WITHIN A GROUP

• ABILITY TO SHARE/COOPERATE

COGNITIVE ASPECTS:

• ATTENTION SPAN

• SHORT AND LONG TERM MEMORY

• CONCRETE AND ABSTRACT THINKING

• SEQUENCING SKILLS

• PROBLEM SOLVING SKILLS NEEDED

• OBJECT IDENTIFICATION

• DIRECTIONALITY

• MILD TO MODERATE CONCENTRATION NEEDED

• ABILITY TO FOLLOW DIRECTIONS

EMOTIONAL ASPECTS:

• USE OF NEW AND / OR PAST SKILLS

• INCREASES SENSE OF SELF

• EXPERIENCES SENSE OF SUCCESS, ANTICIPATION, ANXIETY

**BOX 0' SUNSHINE**

(SERVICE PROJECT AND SENSORY ACTIVITY)

**GOAL** FOR TIDS ACTIVITY IS TO ENCOURAGE THE FEELING OF SELF-SATISFACTION FROM SERVICE TO OTHERS, ENCOURAGE FEELING OF FELLOWSIDP, PROVIDE OPPORTUNITY TO CLIENTS TO SPOTLIGHT SOMEONE SPECIAL TO THEM.

**SUPPLIES:** YELLOW BOX OR BAG, YELLOW TISSUE PAPER, YELLOW THEMED EMBELLISHMENTS TODECORATE BAG OR BOX WITH, GLUE, SCISSORS, YELLOW THEMED ITEMS TO FILL THE BOX WITH SUCH AS post-it notes, juicy fruit gum, lemonade, etc.

**SKILL/ LIMITATIONS OF PARTICIPANTS:** WILLINGNESS TO PARTICIPATE.

**PROCEDURES:** ENCOURAGE CLIENTS TO PICK PERSON, GROUP, OR ORGANIZA TION THAT THEY WOULD LIKE TO "SPOTLIGHT" THIS MONTH. ONCE DESIGNEE HAS BEEN DECIDED UPON, ENCOURAGE CLIENTS TO WORK TOGETHER TO DECIDE ON EMBELISHMENTS TO THE EXTERIOR OF THE BOX OR BAG AND TO DECIDE WHAT YELLOW ITEMS THEY WOULD LIKE TO PLACE INSIDE TO PROVIDE "SUNSHINE" TO THE DESIGNEE.

**LENGTH OF ACTIVITY:** 30 TO 60 MINUTES (VARIES).

**PRECAUTIONS:** MONITOR GLUE AND SCISSOR USE FOR SAFETY.

**BODY POSITION REQUIREMENTS:**

• ABILITY TO SIT OR STAND FOR PERIOD OF TIME.

• USE OF ONE TO TWO HANDS

**SENSE REQUIREMENTS:**

• SIGHT

• HEARING

• Touch

• SMELL

**PHYSICAL REQUIREMENTS:**

• ABILITY TO VOCALIZE.

**SOCIAL ASPECTS:**

• SMALL GROUP OR 1:1 ACTIVITY

• REQUIRES ONGOING CONVERSATION

• ABILITY TO SHARE/COOPERATE

• ABILITY TO LISTEN

• INDEPENDENT WORK WITHIN A GROUP

• REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

**COGNITIVE ASPECTS:**

• ATTENTION SPAN

• SHORT -TERM AND LONG TERM MEMORY

• CONCRETE THINKING

• SEQUENCING SKILLS

• PROBLEM SOLVING SKILLS NEEDED

• OBJECT IDENTIFICATION

• DIRECTIONALITY

• MID TO MODERATE CONCENTRATION NEEDED

**EMOTIONAL ASPECTS:**

• USE OF NEW AND / OR PAST SKILLS

• INCREASES SENSE OF SELF

* • EXPERIENCES SENSE OF SUCCES, ANTICIPATION/ANXIETY

Activity Category: Cooking

Name activity: Cinnamon Sugar Donuts

Group Size: 1+

Activity Duration: 30-40min.

Setting Consideration: Indoors/Recreation room

Purpose/Goal: Provides sensory and memory stimulation/normalization

Supplies Needed: Pre made dinner roll dough, fryer, oil, cinnamon, sugar

Set up: Have resident sitting around a table.

Description: Have the resident wash their hands, and wearing gloves give each

resident some dough have them shape them into a donut shape, then heat oil in

the fryer, and then fry until golden brown, then have resident dip their donuts into

cinnamon and sugar, eat and enjoy.

Consideration or Risks: Monitor for safety, know residents allergies and dietary

restrictions.

Activity Category: Cooking Class

Name activity: Granola

Group Size: 4+

Activity Duration: 30-40 min.

Setting Consideration: Indoor/recreation room

Purpose/Goal: Promotes normalization. Provides sensory stimulation,

Encourages socialization, and Fine motor skills.

Supplies Needed: Bowls, Spoons, Wax paper, (Gloves), Oats, Honey, Peanut

Butter, and then whatever extras like raisins, choc. chip, coconut, et.

Set up: Have resident sitting around the table, and give each resident a bowl,

spoon, and wax paper.

Intervention Description: Give each resident 3 tablespoons of peanut butter, 2

tablespoons of honey, and 1/4 of a cup of oats, then they can choose whatever

else they would like in their granola. Then using the spoon have them mix up the

granola mixture. After it is all mixed up have them lay it out on the wax paper to

form into a bar.

Special Consideration or Risks: Know what each residents diet is and if they have

any restrictions.

***Intervention***: My Leisure Life: A psychoeducational memory book.

*Goal:* To increase a sense of meaning by facilitating the development of a revised narrative that incorporates valued aspects of past leisure with current and future leisure pursuits.

* Objective 1: Upon completion of the intervention, the client is encouraged to reevaluate one's personal leisure lifestyle and identify areas for development of current and future leisure pursuits.
* Objective 2: Through this program, the client will gain an understanding that pursuing one's interests and preferences through making independent choices in leisure is vital to well-being.

***Additional Resources that may be strengthened:***

-Builds cognitive functioning through reminiscing, memory, and goal-setting.

-Builds social functioning if completed with family/friends/support network. This activity requires the individual to identify leisure activities to be completed with others

***Enhancing Leisure Experiences:***

*Savoring Leisure* While engaged in strength activities, the TRS may cue the client to consciously focus on the pleasure inherent in the activities, and facilitate methods in which to relive those pleasurable moments.

*Authentic Leisure:* Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills. You can assign different tasks depending on the client’s skills. This program allows the client to analyze the level of difficult of an activity and suggest modifications for optimal challenge.

*Mindful Leisure:* This intervention is designed to introduce novelty, and provide opportunities to reflect on the present moment.

*Virtuous Leisure:* Family members may be given a copy of the project as a legacy passed on from the client.

**My Leisure Life Procedures:**

*Overview:* A life story, in relation to leisure pursuits, is a multi-part program. The first component involves developing the questions/topics to be contained in the book. The second component involves creating the memory book, including gathering the information and specific details of each individual's life and writing the book. The next step is creating the visual components of the book, including the cover and picture inserts (i.e., family photos from a ski trip). The final step, once each book is assembled, involves utilizing the book in 1:1 or group.

*Part 1:* This element involves writing questions and developing topics in relation to past leisure activities for reminiscing. Have client identify leisure activities conducted during leisure time such as past hobbies, interests (music/art/books), collections, clubs, travel, etc; who the leisure activity was conducted with (family, friend, self); and maybe a reflection of how the client was feeling while participating in the given activities. The “My Leisure Life” worksheet may be used to help guide the client and includes content such as: What is the leisure/recreational activity, with whom was it with (family, friends, self), where was it at (indoors/outdoors, travel), why that activity (vacation, break from work) and how did it make you feel.

*Part 2:* This part is conducted within a small group setting or 1:1, and consists of the client answering questions. The therapist, staff and volunteers record client answers. If done in a group, a group discussion on the topic and taking notes works well to record answers. Gaps are then filled in 1:1. Otherwise, answering the questions makes a great 1:1. The duration or frequency of groups or visits will depend on the number of topics and questions. It may take several weeks to answer all the questions, so clients are encouraged to write in their journal between sessions. If a client is unable to answer certain questions, a family member may need to be contacted. This part of the activity is also excellent to have families work on with their loved one; often times, this leads to more detailed stories and reminiscing.

*Part 3:* This part focuses on developing the visual component of the book. This includes: decorating or designing a cover. A variety of media and art materials can be used to create a lasting cover. In addition, clients can draw pictures, color pre-drawn pictures, or cut photocopies of photographs provided by the family. If done in a group setting, one group can undertake a magazine photo hunt based on specific topics (outdoor leisure activities done with friends, indoor leisure activities done with self, family activities); then these can be cut and pasted onto paper to include in various sections of the book. By adding the visual component, the book can be later used for reminiscing and sensory stimulation. Furthermore, this component addresses fine motor skills, as well as numerous cognitive skills.

*Part 4:* Leisure memory books are completed in this last phase. In a group setting or 1:1, the client is given the book and staff/volunteers/family are able to use the book for reminiscing and life leisure review. This part of the project can occur on an on-going and regular basis. Family members can also be given a copy of the project as a gift from the client. *Part 5:* An effective close to this activity is to have participants identify activities that they will want to pursue in the near future in an attempt to recapture and re experience the peak experiences from the past.

**Research Support:** McAdams, D. P. (2006). The problem of narrative coherence. *Journal of Constructivist Psychology, 19,* 109–125.

***Intervention***: Life Stories/Memory Book

*Goal:* To increase a sense of meaning by facilitating the development of a revised narrative.

* Objective 1: Upon completion of the intervention, the client is encouraged to reevaluate one's personal life story and identify ways in which he/she wants to conclude his/her life story.
* Objective 2: This program utilizes recorded reminiscing to promote self-worth, identity, and sense of belonging.

***Additional Resources that may be strengthened:***

-Builds cognitive functioning through reminiscing, memory, and goal-setting.

-Builds social functioning if completed with family/friends/support network.

***Enhancing Leisure Experiences:***

*Savoring Leisure* While engaged in strength activities, the TRS may cue the client to consciously focus on the pleasure inherent in the activities, and facilitate methods in which to relive those pleasurable moments.

*Authentic Leisure:* Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills. You can assign different tasks depending on the client’s skills. This program allows the client to analyze the level of difficult of an activity and suggest modifications for optimal challenge.

*Mindful Leisure:* This intervention is designed to introduce novelty, and provide opportunities to reflect on the present moment.

*Virtuous Leisure:* Family members may be given a copy of the project as a legacy passed on from the client.

**Life Story/Memory Book Procedure**

This is a multi-part program. The first component involves developing the questions/topics to be contained in the book. The second component involves creating the memory book, including gathering the information and specific details of each individual’s life and writing the book. The next step is creating the visual components of the book, including the cover and picture inserts. The final step, once each book is assembled, involves utilizing the book in 1:1 or group interactions.

*Part 1:* This element involves writing questions and developing topics in relation to past leisure activities for reminiscing. Ideas include: basic background, information, such as full name or birth date, family information such as parents and siblings, growing up (school days), teenage years (dating, friends), adulthood (jobs, getting married, volunteer work), parenthood (children, grandchildren), life events (historic, world events), personal feelings (favorites, hobbies, interests). Topics should be of interest to the client.

Suggestions:

Key Life Events Childhood Description Work History

Religion Friends/neighbors Clubs

Talents/awards Travel Pets/animal

Family tree Places lived Holidays, seasons

Education Military history Hobbies/interests/collections

Literature Music/arts Favorite foods

*Part 2:* This part is conducted within a small group setting or 1:1, and consists of the client answering questions. The therapist, staff and volunteers record client answers. If done in a group, a group discussion on the topic and taking notes works well to record answers. Gaps are then filled in 1:1. Otherwise, answering the questions makes a great 1:1. The duration or frequency of groups or visits will depend on the number of topics and questions. It may take several weeks to answer all the questions, so clients are encouraged to write in their journal between sessions. If a client is unable to answer certain questions, a family member may need to be contacted. This part of the activity is also excellent to have families work on with their loved one; often times, this leads to more detailed stories and reminiscing.

*Part 3:* This part focuses on developing the visual component of the book. This includes: decorating or designing a cover. A variety of media and art materials can be used to create a lasting cover. In addition, clients can draw pictures, color pre-drawn pictures, or cut photocopies of photographs provided by the family. If done in a group setting, one group can undertake a magazine photo hunt based on specific topics (outdoor leisure activities done with friends, indoor leisure activities done with self, family activities); then these can be cut and pasted onto paper to include in various sections of the book. By adding the visual component, the book can be later used for reminiscing and sensory stimulation. Furthermore, this component addresses fine motor skills, as well as numerous cognitive skills.

*Part 4:* Leisure memory books are completed in this last phase. In a group setting or 1:1, the client is given the book and staff/volunteers/family are able to use the book for reminiscing and life leisure review. This part of the project can occur on an on-going and regular basis. Family members can also be given a copy of the project as a gift from the client.

*Part 5:* An effective close to this activity is to have participants identify what goals they want to achieve in the future to complete their life story.

**Research Support:** McAdams, D. P. (2006). The problem of narrative coherence. *Journal of Constructivist Psychology, 19,* 109–125.

***Intervention***: Expressive Writing

*Goal:* To increase a sense of meaning by facilitating the development of a revised narrative that allows expression of valued aspects of past, present, and future self.

***Additional Resources that may be strengthened:***

-Builds cognitive functioning through reminiscing, memory, and goal-setting.

-Builds social functioning if completed and/or shared with family/friends/support network.

***Enhancing Leisure Experiences:***

*Savoring Leisure* While engaged in strength activities, the TRS may cue the client to consciously focus on the pleasure inherent in the activities, and facilitate methods in which to relive those pleasurable moments.

*Authentic Leisure:* Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills. You may challenge clients to address more difficult in writing.

*Mindful Leisure:* This intervention is designed to introduce novelty, and provide opportunities to reflect on the present moment. You can encourage client’s to write about different experiences each day.

*Virtuous Leisure:* You may encourage the client to express (verbally or in writing) concerns written to family members, friends, and other support.

**Expressive Writing Procedures:**

Overview: Writing about emotional upheavals in our lives can improve physical and mental health. Although the scientific research surrounding the value of expressive writing is still in the early phases, there are some approaches to writing that have been found to be helpful. Keep in mind that there are probably a thousand ways to write that may be beneficial to you. Think of these as rough guidelines rather than Truth. Indeed, in your own writing, experiment on your own and see what works best.

**Getting Ready to Write**

* Find a time and place where you won’t be disturbed. Ideally, pick a time at the end of your day and/or before you go to bed.
* Promise yourself that you will write for a minimum of 15 minutes a day for at least 3 or 4 consecutive days.
* Once you begin writing, write continuously. Don’t worry about spelling or grammar. If you run out of things to write about, just repeat what you have already written.
* You can write longhand or you can type on a computer. If you are unable to write, you can also talk into a tape recorder.
* You can write about the same thing on all 3-4 days of writing or you can write about something different each day. It is entirely up to you.  
    
  **What to Write About**
* Something that you are thinking or worrying about too much
* Something that you are dreaming about
* Something that you feel is affecting your life in an unhealthy way
* Something that you have been avoiding for days, weeks, or years

**Instructions:**  
*Over the next four days, I want you to write about your deepest emotions and thoughts about the most upsetting experience in your life. Really let go and explore your feelings and thoughts about it. In your writing, you might tie this experience to your childhood, your relationship with your parents, people you have loved or love now, or even your career. How is this experience related to who you would like to become, who you have been in the past, or who you are now?  
  
Many people have not had a single traumatic experience but all of us have had major conflicts or stressors in our lives and you can write about them as well. You can write about the same issue every day or a series of different issues. Whatever you choose to write about, however, it is critical that you really let go and explore your very deepest emotions and thoughts*.  
  
**Warning:** Many people report that after writing, they sometimes feel somewhat sad or depressed. Like seeing a sad movie, this typically goes away in a couple of hours. If you find that you are getting extremely upset about a writing topic, simply stop writing or change topics.

**What to do with the Writing Samples**  
  
The writing is for you and for you only. Their purpose is for you to be completely honest with yourself. When writing, secretly plan to throw away your writing when you are finished. Whether you keep it or save it is really up to you.  
  
Some people keep their samples and edit them. That is, they gradually change their writing from day to day. Others simply keep them and return to them over and over again to see how they have changed.  
  
**Here are some other options**:  
Burn them. Erase them. Shred them. Flush them. Tear them into little pieces and toss them into the ocean or let them wind take them away.

**Some References for Writing, Journaling, or Diaries**

There are some outstanding books by people who have an intuitive and practical approach to writing. Each author approaches journaling or diary writing in very different ways. Check the various books out and see what works best for you.

Adams, Kathleen (1998). The Way of the Journal : A Journal Therapy Workbook for Healing. Sidron Press.

Baldwin, Christina (1992). One to One : Self-Understanding Through Journal Writing. Evans Publisher

DeSalvo, Louise A. (2000). Writing As a Way of Healing : How Telling Our Stories Transforms Our Lives. Beacon Press.

Fox, John (1997). Poetic Medicine : The Healing Art of Poem-Making. Tarcher Press

Goldberg, Natalie and Guest, Judith (1986). Writing Down the Bones : Freeing the Writer Within. Shambhala Press.

Pennebaker, James W. (1997). Opening Up: The Healing Power of Expressing Emotion. NY: Guilford Press.

Pennebaker, J.W. (2004).  Writing to Heal: A Guided Journal for Recovering from Trauma and Emotional Upheaval.  Oakland, CA: New Harbinger Press.

Rainer, Tristine (1979). The New Diary : How to Use a Journal for Self-Guidance and Expanded Creativity. Tarcher

Reference: <http://homepage.psy.utexas.edu/homepage/faculty/pennebaker/Home2000/WritingandHealth.html>

***Intervention:*** Use a Strength of the Heart More:

*Goal:* To cultivate signature strengths while building upon key strengths of the heart that are highly associated with life satisfaction.

***Additional Resources that may be strengthened:***

-Builds cognitive functioning through reminiscing, memory, and goal-setting.

-Builds social functioning if completed with family/friends/support network.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* This program utilizes recorded reminiscing of past leisure activities to promote self-worth, identity, and a sense of belonging, while enabling the client to reflect on the positive mood experienced in the activity.

*Authentic Leisure:* Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills. You can modify the challenge of different tasks to maximize happiness depending on the client’s skills.

*Mindful Leisure:* Theme the intervention differently to introduce novelty, and provide opportunities to reflect on the present moment.

*Virtuous Leisure:* Clients may teach others various strengths that they may be skilled in.

**Use a Strength of the Heart More Procedure:**

* Strengths of the heart including zest, gratitude, hope, and love, are highly associated with life satisfaction. This activity is aimed at building these strengths by utilizing signature strengths.
* Take your top signature strengths, and for one week, use the strengths to build upon the 4 strengths of the heart every day. On the following sheet is a matrix with the strengths of the heart listed across the first row. Match this strength to your signature strength listed in the column on the left. In this box is a suggestion on how to increase the target strength utilizing your own personal strength.
* List what strength you are using, which strength of the heart you are building, what you did each day, and how you felt about it. Discuss any modifications you would make to what you have done including the level of challenge involved in the activity and suggestions for further personal growth. The “Signature Strengths” worksheet may be used to help record the data.

**Research Support:** Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60(5), 410-421.

***Intervention:*** Exercise Gratitude Daily

*Goal:* To increase capacity for happiness through monitoring the degree to which gratitude contribute to overall happiness.

***Additional Resources that may be strengthened:***

-Builds social functioning by strengthening social ties.

-Builds environmental functioning by cultivating an individual’s sense of interconnectedness.

-Builds cognitive functioning through reminiscing, memory, and goal-setting.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* Reflecting on the grateful experiences allows for reminiscence of daily positive events.

*Authentic Leisure:* Allow for autonomy in means of expressing gratitude via verbally, orally, or any other creative means.

*Leisure Gratification:* Continuously adjust the skill level of the activity by introducing novelty and applicable challenges for optimal experiences. Increasing challenges may include expanding the gratitude journal to a family and community level.

*Mindful Leisure:* Cue the client to reflect on the positive feelings experienced while engaged in the activity. You can encourage clients to write about different experiences each day.

*Virtuous Leisure:* The client may verbally express gratitude to family members, friends, and other support, and/or a copy of the gratitude journal may be given to these individuals.

**Exercise Gratitude Daily Procedure:**

* Cultivating gratitude is just like developing any habit-the more you do it, the easier it becomes. A pessimist is someone who has exercised the muscles of negativity and lack until they are strongly habitual, while an optimist is a person who has developed thankfulness and a can-do attitude until these are second nature. We all have the choice of which muscles we want to strengthen. With practice, we can become joy-filled participants in the game of life, thankful to do our part and relishing in the sheer pleasure of play.
* Developing the muscle of gratitude is just like exercising any other. At first, it will seem weird, awkward, perhaps even hard to do. But if you keep at it every day, soon you won't even have to think about it.
* Whether you keep a gratitude journal or start a practice of thinking about all you are grateful for as you drive to or from work, creating some daily ritual really helps build the muscle. Only you know what will work for you-a file on your computer, a beautiful blank book, an audiotape in the care. Whichever format you pick, make a commitment to list ten things every day that you are grateful for. Pretty soon it will be second nature.

-Provide craft materials and have the participants create their own gratitude journal. Once completed, have each participant write 10 things they are thankful for in life.

-Optional: have family members/friends/social network write in the client’s journal of how they are thankful for each client.

-Handout Gratitude worksheet. Discuss the different strengths and how each strength can express gratitude in different ways.

**Research Support:** Bono, G., Emmons, R. A., & McCullough, M. E. (2004). Gratitude in practice and the practice of Gratitude. In P. Alex Linley & S. Joseph (Eds.), *Positive psychology in practice* (pp. 464-481)*.* Hoboken, NJ: Wiley.

***Intervention***: Self-Awareness/Discover

*Goal:* To increase self-awareness, acceptance, and congruence through developing awareness of personal attributes and self discovery.

* Objective 1: To provide opportunities to express identity.
* Objective 2: To evaluate current perceptions of the self and family.
* Objective 3: To identify the positive aspects of the self.

***Additional Resources that may be strengthened:***

-Builds social functioning through building social confidence and expression of self in a group setting.

-Build cognitive functioning by improving concentration and memory skills.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* Provide opportunities for expression of self-worth, identity, and a sense of belonging, while enabling the client to reflect on the positive mood experienced in the activity.

*Authentic Leisure:* The activity provides opportunities for self-exploration and self-expression in the identification of personal attributes. Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills.

*Mindful Leisure:* Encourage clients to be mindful of his/her behaviors. Theme the intervention differently to introduce novelty, and provide opportunities to reflect on the present moment.

*Virtuous Leisure:* Encourage clients to pass on information learned in this activity onto others within his/her social network. Totem poles may be extended to other individuals in the family. Clients may encourage others to examine the origins of the names of friends and family members.

**Self-Awareness Procedures:**

**-Activity 1**: *What’s in a name*. In preparation for this activity, you will need to provide an internet research on meaning of names for each individual in the group. Discuss as a group what his/her name means to them. Pass out the individualized name papers and have them read and highlight insightful/meaningful phrases. They will then scrapbook a page to include their name and creative symbolisms behind their name. Once completed, have each individual share with the group the hidden meaning of their names and how they creatively expressed it on their nameplate.

-**Activity 2**: *Candy bar Me*. Ask each individual “If I were a candy bar I would be…” For them to earn the candy bar, they then need to identify 3 ways the candy bar is like them and why. Refrain from physical attributes and encourage deep analogies. For example, I am like a twix, one bar represents the good side of me, and the other bar represents my evil twin inside. Or this candy bar is rocky, and I feel rocky inside with all the things I’veundergone in my life. Or, this candy bar is rough on the outside but creamy on the inside and I feel that I put on a tough persona but am really nice on the inside.

-**Activity 3:** *Family Totem Pole.* This activity explores feelings, perceptions, and relationships that they have with their families. Ask the group if they know what a totem pole is and explain how each totem pole tells a unique story. Explain to the group that they are to create their own unique totem poles about their families. Each person chooses a different animal to represent each family member and places the animal on the pole wherever they think that family should be in their own story. Each totem pole must include at least three people and each person must put him/herself on the totem pole s/he is creating. Emphasize that a family can be whoever they feel their family is at the time. For some it may be a foster family, grandparents, a special relative, or even a group home. Supply the group with a list of animal symbols and pictures of the animals. Instruct them to either draw their own, or paste the animal onto the pole.

Discussion: Discuss each totem pole after it has been explained to the group. You may allow group members to ask questions or use this time to discuss family relations that are occurring in each separate family. You may even want to discuss the different roles each member plays in the family, and how roles may have changed, may be changing, or may be changed in the future and how that changes the design of the totem pole.

***Intervention***: Positive Self-Talk/Positive Affirmations

*Goal:* To increase optimism, hope, and positive illusions through challenging and refuting pessimistic thought patterns and replacing with optimistic patterns.

* Objective 1: To identify current self-talk.
* Objective 2: To identify methods of reducing negative self-talk and increasing positive self-talk.
* Objective 3: To provide opportunities to express identity.

***Additional Resources that may be strengthened:***

-Builds social functioning through social interaction and developing social confidence.

-Build cognitive functioning by improving goal-setting skills.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* Provide opportunities for expression of self-worth, identity, and a sense of belonging, while enabling the client to reflect on the positive mood experienced in the activity.

*Authentic Leisure:* The activity provides opportunities for self-exploration and self-expression in the a group environment. Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* This activity challenges participants to refute negative thought patterns and replace with new and healthier thought patterns.Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills.

*Mindful Leisure:* Encourage clients to be mindful of his/her emotions/feelings while engaged in both negative and positive thought patterns.

*Virtuous Leisure:* Clients may pass information learned onto others within his/her social networks.

**Positive Self-Talk/Affirmations Procedures:**

**-Activity 1**: The Power of Belief by Santosh Babu. No belief is right or wrong. It is either empowering or limiting. Ever heard the story of the four-minute mile? For years people believed that it is impossible for a human being to run a mile in less than four minutes until Roger Banister proved it wrong in 1954. Within one year, 37 runners broke the belief barrier. And the year after that, 300 other runners did the same thing. What happens if you put an animal in a pond? Any animal, big or small, will swim its way through. What happens when someone, who does not know how to swim, falls in deep waters? You drown. If an animal who has not learned swimming could escape by swimming, why not you? Because you believe you will drown while the animal does not. Have you ever heard about the placebo effect? People who are told a drug will have a certain effect will many times experience that effect even when given a pill without those properties. It is our belief that determines how much of our potential we will be able to tap. So you better examine some of your beliefs minutely. For example, do you believe that you can excel in whatever you do? Do you believe you are bad in mathematics? Do you believe that other people don’t like you? Do you believe life is full of problems? Do you believe that you cannot learn new things? What are your beliefs about people? No belief is right or wrong. It is either empowering or limiting. A belief is nothing but the generalization of a past incident. As a kid, if a dog bit you, you believed all dogs to be dangerous. To change a particular pattern, identify the beliefs associated with it. Change those beliefs and a new pattern is created. Discuss.

**-Activity 2:** *How to put a positive spin on negative thoughts: self-talk*. The inner monologue sometimes referred to as automatic thinking –can be positive or negative. When the theme of your self-talk is mostly negative, your own misperceptions, lack of information and distorted ideas have overpowered your capacity for logic and reason. But if you weed out misconceptions and irrational thinking and challenge them with rational, positive thoughts, your self-talk will gradually become realistic and self-affirming. You can learn to turn negative thoughts into positive ones. The process is simple, but it takes time and practice.

-On the board, write down some negative self-talk and discuss as a group how to put a positive spin on it.

* I’ve never done it before: It’s an opportunity to learn something new.
* It’s too complicated: Let’s look at it from a different angle.
* I don’t have the resources: Necessity is the mother of invention.
* There’s not enough time: Let’s re-evaluate some priorities.
* There’s no way it will work: I can try to make it work
* I don’t have the expertise: I’ll find people who can help me.
* It’s not good enough: There’s always room for improvement.
* It’s too radical a change: Let’s take a chance.
* No one bothers to communicate with me: I’ll see if I can open the channels of communication.
* I’m not going to get any better at this: I’ll give it one more try.
* I’m never going to learn how to manage my stress: I’m going to try to learn how to manage my stress.
* I’m too old: I’ll never know unless I try.

\*You can have the participants list the inhibiting belief they hold on the board, and discuss as a group ways to refute the belief.

-**Activity 3:** *Positive Affirmation Box.* Distribute a little wooden box for each participant to paint and decorate. Once completed, distribute the Positive Affirmations handout and have participants complete. Have participants cut out the positive affirmations and place in their affirmation box. Advise that this box will be there for them when feeling down. Variation: you can have group members also write affirmations for each other and place in each other’s boxes.

***Intervention***: Self-esteem

*Goal:* To increase sense of meaning through the facilitation of the development of a revised narrative that incorporates valued aspects of the past self with a realistic assessment of the healthy self.

* Objective 1: To evaluate current self-perceptions.
* Objective 2: To identify influences on self-perceptions.
* Objective 3: To gain an understanding of a realistic perception of the self.
* Objective 4: To identify the positive aspects of the self.

***Additional Resources that may be strengthened:***

-Builds social functioning through social interactions and developing social confidence.

-Builds cognitive functioning by improving goal-setting skills.

-Build environmental functioning by increasing social connectedness and social networks through assessment of barriers that prevent social connectedness and challenging external influences.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* Promote self-worth, identity, and a sense of belonging, while enabling the client to reflect on the positive emotions that ensue when identifying positive aspects of the self.

*Authentic Leisure:* The activity provides opportunities for self-exploration and self-expression in the identification of personal attributes.

*Leisure Gratification:* Inspire clients to identify new and healthy personal attributes.Continuously evaluate the skill level of the activity in relation to the client to ensure the activity isn't too simple or exceeds the client's skills. You can assign different tasks depending on the client’s skills.

*Mindful Leisure:* Theme the intervention differently to introduce novelty, and provide opportunities to reflect on the present moment.

*Virtuous Leisure:* This activity encourages clients to challenge negative influences on the self and act as personal advocates within his/her community.

**Self-Esteem Procedures:**

**-**-**Activity 1:** *Self-esteem sundae***:** This activity provides visualization to negative and positive self talk. The presenter starts with a single scoop of vanilla ice cream (represents purity). Ask the group “What are some things that you say to yourself good or bad.” For each “good”, then place a sweet topping (banana, chocolate, caramel, etc.) on the ice cream. For each “bad” place a gross topping (ketchup, BBQ sauce, relish, etc. ) on the ice cream. Discuss how just a few bad things can so quickly overweigh the good and the ice cream isn’t very appetizing. Discuss how this relates to life. Scrape off the bad ingredients, what do you see? Who are you? What is at your core? What do you want and who do you want to be? How are you going to achieve that? Allow each participant to get a scoop of ice-cream. For each topping they have to say a positive thing about themselves or something that they can promise to themselves.