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Activity: Bell Ringers Club/Music Makers

Domain: Social

Objective: To be able to have clients express their feelings and thoughts through music. To increase self-esteem and confidence.

Group Size:

10-20

Materials:

Bells, piano

Description:

Set up a time every week on the same day of the week. Introduce clients to bells and music sheets. Have clients learn a few songs to perform for a family night or arrange to take them to other buildings to perform.

Variation:

Choir

Kitchen band

Activity: Hot Dog and food collection for Humane Society

Domain: Social

Objective: A special event for clients to assist in planning. Provides the opportunity for clients to give back to the community and a sense of belonging.

Group Size:

30+

Materials:

Collection boxes, food for event, disposable dishware, drinks, flyers for the event

Description

Arrange with your local humane society to have a dog show/animal adoption. Have clients create a collection box in craft class and decorate it with cut out magazine pictures of dogs and cats. With the help of the marketing director, create a flyer for the event and assist in distributing the flyers around the community. On the day of the event have your clients in your secure environment separate all the condiment packages into baskets. Have your clients set up tables with table clothes and decorations. Have community members bring in dog and cat food for collection box. Charge an amount for entry of the event plus have them bring in a bag of pet food. Barbecue hotdogs, serve salad and drinks.

Other Ideas: Food drive for food bank, coat drive for homeless children, Toys for Tots

Activity: Sandwiches for the homeless

Domain: Social

Objective: Provides an opportunity for clients to give back to enhance feelings of independence and dignity, builds teamwork, and helps residents feel they are “giving back” and serving their local community. A representative small group of residents could participate in the delivery process.

Group Size:

10-15

Materials:

Bread, egg salad mixture or any other sandwich ingredients, sandwich bags, napkins, gloves, spoons, butcher paper

Description:

Prepare ingredients, clear and clean table, cover with butcher paper, gather clients. As the clients come in encourage had washing and aid with putting on latex gloves, explaining that we and now food service workers observing proper health standards.

Keep it simple and fun. Divide up tasks, team up clients i.e. the “egg crackers”, “celery choppers”, “mayo stirrers” ect… encourage all to participate in some way, even trading off different jobs, working as “overseers” etc. Be sure to allow those who work more slowly to finish their task.

During the process, encourage discussion about who the sandwiches are for and different kinds of community services residents have done, reminisce about sandwich making and preparing meals. Thank everyone, sample the finished work (half sandwiches each).

Drop sandwiches off to the shelter.

Variation:

Have a coat drive

Toys for tots

Food drive

Activity: Junior-Senior Prom

Domain: Social

Objective: An intergenerational activity to promote interaction between the elderly and young

Group Size:

30+

Materials:

Balloons

Party Decorations

Sound System

Prom dresses

Table clothes

Finger foods

Punch

Chairs

Table

Photographer

Description

1. Contact a local high school and invite them to hold a “Prom” at your building. Assign different committees such as decoration committee, planning committee, music committee ect… Have both young and elderly on the committees working together.
2. Send out invites to family members to attend event.
3. Encourage clients to hold “Dance Classes” before the prom to teach the high school students how they danced “in the day”.
4. Work with dining services to have food prepared or prepare food in cooking class.
5. Hold a “spa day” for clients to get ready for the event i.e. make up, hair do’s ect..
6. Decorate activity room or dining for event.
7. Provide music through a DJ or live band
8. Encourage clients to dress in their best attire for the night.
9. Have students wear prom dresses and tuxedos.
10. Reminisce with clients about how they use to dance, parties they attended and dances they had as youth. Have students share with clients how these events are now a days.
11. Have photographer take pictures to display later.
12. Encourage students to serve clients food
13. Enjoy an evening of dancing, socializing, food and FUN!

Activity: Wine and Cheese Social

Domain: Social

Objective: An opportunity for clients to socialize and experience different tastes.

Group Size:

15+

Materials:

A variety of wines

Cheeses

Crackers

Fruit

Entertainment: Piano, harpist….

Description

Once a month have a wine and cheese social with clients and family members. Ask the dietary services to prepare cubes cheeses, fruit bites and crackers on arranged trays. Provide different types of wine to taste along with sparkling apple cider. Have soft piano music or harp music playing in the background.

Activity: Country Store

Domain: Social

Objective: Clients are given the opportunity to independently run a Country Store. Clients are given the opportunity to feel a sense of giving back to the building by volunteering at the store.

Group Size:

2-4

Materials

Arts and craft supplies

Jewelry

Different food items such as:

Sodas

Candy bars

Chips

Ice cream bars

Dried fruit

Nuts

Crackers

Small candies

Fruit and veggies

Have the clients make things in arts and crafts and sell

Locked room and cabinets

Cash box

Clothing

Description

Ask clients what they would like to sell at the store.

Ask family, staff and community members for supplies for the store before going out and buying them.

Fruits and veggies can be obtained by the client’s gardens

Assign times when the store will be open and have clients take turns manning the store.

Have clients run everything in the store including counting the money, assisting in buying supplies from the store to stocking it.

Activity: Talent Show

Domain: Social

Objective: An opportunity for clients, staff and family members to show off their creative side.

Group Size:

10 +

Materials

Staging area

Cookies and punch

Paper products

Tables

Chairs

Flyers

Program

Piano

Description

A month before the event send out a flyer to clients, family and staff members. Have a sign-up sheet with their name, contact info and talent they will be preforming. The talent show is not just for people who wish to perform but also for those who have some special object to share such as pottery, paintings, poetry, writings, crocheting, knitting, woodwork, sewing, etc..

A few days before the event have a client type up and design a program listing the names and talents of each performer. Also make labels for the clients who are displaying their talents.

The day of the event; set up tables for displays, table and chairs for eating area and set up staging area.

As guests arrive to the event have a client pass out programs.

Introduce the event and each client, staff or family member and his/her talent individually and give them time to talk about their talent and perform it.

**Activity Category:** Social

**Name activity:** Afternoon Tea

**Group Size:** up to 30

**Activity Duration:** 30-45 min

**Setting Consideration:** This activity can be done either indoors or outdoors depending on the weather and staff available

**Purpose/Goal:** Encourage normalized activities. Encourage positive emotion by engaging in a familiar activity.

**Supplies Needed:**  Depends on the focus and /or theme. Choose supplies to support theme like music, fragrances, reading materials, pictures, ect... Provide saucers, cups, table cloths. Choose food, drink and tea choices to fit theme. Theme ideas: Mother’s Day Tea, Sunday Tea, High Tea.

**Set up:** Prepare area with tables and chairs. Select theme.

**Intervention Description**: Identify residents who you would think may benefit from participating. Describe topic in simple sentences according to level of ability of residents.

**Special Consideration or Risks:** Monitor diets

**Activity Category:** Social

**Name activity:** Happy Hour

**Group Size:** up to 30

**Activity Duration:** 30 min

**Setting Consideration:** This activity can be done either indoors or outdoors depending on the weather and staff available

**Purpose/Goal:** Encourage normalized activities. Encourage positive emotion by engaging in a familiar activity. Promotes memory. Evokes positive emotions. Encourages nourishment. Provide an activity that will be flexible to meet the various needs of the residents

**Supplies Needed:**  Depends on the focus and /or theme of happy hour. May choose supplies to support theme like music, fragrances, reading materials, pictures, ect... May do holiday happy hour ie: St. Patrick’s Day, Father’s Day, or routine Friday Happy Hour. Provide non alcoholic beverages, chips, crackers and entertainment.

**Set up:** Prepare area with tables and chairs. Select theme.

**Intervention Description**: Identify residents who you would think may benefit from participating. Describe topic in simple sentences according to level of ability of residents.

**Special Consideration or Risks:** Monitor diets

**Activity Category:** Social

**Name activity:** Theme Meals

**Group Size:** up to 30

**Activity Duration:** 60 - 180 min

**Setting Consideration:** This activity can be done either indoors or outdoors depending on the weather and staff available

**Purpose/Goal:**  Promotes normalization. Promotes memory. Evokes emotions. Encourages nourishment. Encourage normalized activities. Encourage positive emotion by engaging in a familiar activity.

**Supplies Needed:**  Depends on the focus and /or theme. Choose supplies to support theme like music, fragrances, reading materials, pictures, ect.... May do holiday themes: Valitines day, Thanksgiving, Christmas, Hawaiian, Travel Logs, Cook outs. Provide non-alcoholic drinks. Entertainment. Choose food and drink fit theme.

**Set up:** Prepare area with tables and chairs. Select theme.

**Intervention Description**: Identify residents who you would think may benefit from participating. Describe topic in simple sentences according to level of ability of residents.

**Special Consideration or Risks:** Monitor diets

**Activity Category:** Social/Esteem

**Name activity:** Good Grooming/Looking Good

**Group Size:** up to 30

**Activity Duration:** 30 min

**Setting Consideration:** Dining room, recreation room. Some residents may desire to stay in room, but engage in the routine. May perform 1:1. Ideal if residents sit in small groups of 3 to 4 to reduce stimuli

**Purpose/Goal:**  Stimulates prior routine. Provides opportunity to conduct simple personal grooming ADL. Encourages independence in grooming.

**Supplies Needed:**  One wash cloth, one comb and/or brush, make up for females per resident. Warm and soap. Hair spray, curling iron and small mirrors. Zip lock baggies. Cart to place supplies.

**Set up:**. Seat residents in small groups at tables.

**Intervention Description**: Gather wash clothes. Moisten in warm water and place in baggie to keep warm. Place baggie on cart with other grooming supplies. Use cart to move around room and distribute wash clothes. Encourage residents to wash face and hands. Encourage residents to apply make up assist as needed. Encourage residents to brush and comb hair. Assist female residents curling and styling hair for the day.

**Special Consideration or Risks:** Residents may have their own bucket with personal grooming supplies. If working with lower functioning/cognitive residents’ supplies may be stored in centralized area and brought out for activity. May want to include soft background music to maintain non-threatening environment. Using a brightly colored cart can provide additional sensory stimulation. Residents may need visual cues, mirroring, or hand on hand assist as a guide. Monitor temperature of water.

**Activity Category:** Social/Entertainment

**Name activity:** Lawence Welk

**Group Size:** up to 30

**Activity Duration:** 60 - 180 min

**Setting Consideration:** Common area. Location should be free form traffic, distraction and disruption.

**Purpose/Goal:**  Promotes normalization. Promotes memory. Encourages positive emotion realted to prior interest and hobbies. Encourage normalized activities. Encourage positive emotion by engaging in a familiar activity.

**Supplies Needed:**  Obtain copies of reruns of Lawence Welk Shows. TV or movie screen large enough for residents to see and hear. Some cable services or public stations offer a special weekly slot, as well. VCR or DVD.

**Set up:** Seat residents’ so as they are able to see screen and hear show.

**Intervention Description**: Identify residents who you would think may benefit from participating. Describe topic in simple sentences according to level of ability of residents.

**Special Consideration or Risks:** Additional available staff can provide cueing to residen3ts. Encourage residents to dance and move about as able and safe. Monitor for safety, comfort, or stimulation.

# Tattoo Party

(GROUP SOCIAL)

**GOAL** to have Clients enjoy socializing with peers, reminisce about tattoos that they may have, enjoy getting a mock tattoo or enjoy a new experience of getting a henna tattoo in addition to observing examples of tattoos that others may have had..

**SUPPLIES**: temporary tattoos, henna and henna artist volunteer, pictures or guests with examples of tattoo artwork, punch and goodies, decorations.

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

**PROCEDURES**: Have Clients gather and socialize in the party area allowing them to enjoy the decorations and examples of various tattoos. Encourage mingling and reminiscing and discussion on their views of tattoos. Have Clients pick out a temporary tattoo for themselves or offer a henna tattoo.

**ADAPTATIONS:**

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

**PRECAUTIONS**: be aware of dietary restrictions, skin sensitivities

**BODY POSITION REQUIREMENTS**:

* Ability to sit for a period of time..

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* Touch
* Taste
* smell

**SOCIAL ASPECTS**:

* GROUP
* 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

**EMOTIONAL ASPECTS**:

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

# Baby Shower

(GROUP EVENT WITH GAMES)

**GOAL** for this event is for Clients to reminisce, socialize, and participate in games and all social aspects of this event whether it be an actual baby shower for someone, mock shower, or just the shower event with satisfaction they may have had in showers they’ve attended in the past.

**SUPPLIES**: decorations, punch, cookies, candies, cake, games and prizes.

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

**PROCEDURES**: Gather clients or “guests” into decorated area, encouraging everyone to meet and greet. Encourage conversation about past baby shower experiences/feelings/games/etc. Encourage Guests to participate in shower games such as: melting ice cube babies, the rice/safety pin game, the safety pin game, guess what food is in that baby jar etc and provide prizes to the winners. Encourage Guests to open a baby shower gift for themselves (perhaps a framed picture from their family members of them participating in a baby shower?).

**ADAPTATIONS: Could designate as a theme week and have clients make some of the decorations and perhaps make invitations for the activity department to use to “invite” clients to the event. Theme could also be changed to Bridal / Wedding Shower or Cake Tasting with regards to wedding planning to allow for reminiscent activities and games related to any wedding planning residents may have done or been part of in the past.**

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

**PRECAUTIONS**: be aware of dietary restrictions.

**BODY POSITION REQUIREMENTS**:

* Ability to sit for a period of time.
* Use of at least one hand.

**SENSE REQUIREMENTS**:

* SIGHT
* HEARING
* Touch
* Taste
* smell

**SOCIAL ASPECTS**:

* GROUP
* 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
* MID TO MODERATE CONCENTRATION NEEDED

**EMOTIONAL ASPECTS**:

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

***Intervention:*** Shag Dancing Group: A Social Expressive Arts.

Note: Music is a natural, non-threatening group experience and the active participation in group music promotes group experiences and a sense of belongingness.

*Goal:* To develop social confidence by increasing social connectivity, social interactions and active participation.

* Objective 1: Upon completion of the activity, client will have an increased sense of group identity as evidenced by actively interacting together.
* Objective 2: Upon completion of the activity, client will have increased feelings of belonging.

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

-Builds physical resources through active movement.

-Builds psychological resources by increasing competency and sense of belonging.

-Builds cognitive resources through utilizing memory, problem-solving, and creativity.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* Provide opportunities to reminisce and reflect upon past dancing experiences, and allow the client to reflect on positive moods while engaged in the activity

*Authentic Leisure:* Allow for autonomy in the activity and support the client's strengths and competencies. Allow the clients to choose the partners, songs, etc.

*Leisure Gratification:* Continuously evaluate the skill level of the dancing in relation to the client to ensure the activity isn't too simple or exceeds the client's skills. You can teach the client different moves and techniques in accordance with his/her skill level.

*Mindful Leisure:* Theme the intervention differently (and in accordance with the dance being taught) to introduce novelty, and provide opportunities to reflect on the present moment. Play relaxing beats to promote meditative and mindful states.

*Virtuous Leisure:* Clients may teach and lead various dances and techniques they may be skilled in.

**Shag Dancing Group Procedures:**

*Preparation:*

Have music type selected ahead of time from a variety of different styles and tempos.

*Introduction:*

* Have participants introduce themselves one at a time and locate a partner to dance with.
* Have clients do a little stretching before the beginning.
* Encourage invitations of the client's family, friends and other support to come and join.
* Alternate slow tempo and faster tempo music types.
* Shag dancing is essentially an offshoot of swing, specifically postwar styles like the Lindy Hop and East Coast Swing. Unlike either, however, shag is "slotted" -- that is, moving in essentially a straight line -- and keeps the footwork close to the ground and the upper body movements to a minimum (although shaggers in competition will use the arms and shoulders more). It's danced from the waist down, which accounts for its continuous appeal to tipsy college students, but it doesn't use much hip action and isn't as ribald in movement as East Coast Swing has become, either. Nevertheless, moves like the "Belly Roll" were quite risque for their time.
* Shag is a couple's dance. The basic step is a six (sometimes eight) count and involves a simple forward-and-back motion and a change step at the end; with the six count, this consists of two triple steps, followed by a rock step for the ladies and an optional kick-ball for the gents. Men lead with their left, naturally, and women with their right; standard swing turns are often used to break the pattern up, but the shag is mainly about footwork. "Mirror moves," or moves where one partner mimics the other at the same time, as if they were reflections of each other, are also popular. Advanced steps include the Round House, the Boogie Walk, and the Roll Out. You can, however, acquit yourself well with just the simple basic step.

**Resource:**

A great website for <http://www.shagdance.com/>

<http://www.thedancestoreonline.com/ballroom-dance-videos/carolina-shag-introduction.htm>

Instructional DVD's may be played to aid in the learning process.

**Research Support:** Brown, C. A., McGuire, F. A., & Voelkl, J. (2008). The Link Between Successful Aging and Serious Leisure*. The International Journal of Aging and Human Development, 66(1),* 73-95

***Intervention***: Club of Choice

*Goal:* To develop social confidence by developing specific skills related to social interaction and relationship development and by selecting leisure experiences that support and facilitate the development of social skills and relationships.

* Objective 1: To promote socialization, self-identity, and sense of accomplishment and belonging.
* Objective 2: To improve small group socialization as evidenced by verbalizing with at least one other person in the group during each session.
* Objective 3: To improve mood as evidenced by positive comments about experience and/or by a happy expressions.

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

-Builds cognitive resources through utilizing memory, problem-solving, and creativity.

-Builds psychological resources by increasing competency and sense of belonging.

-Builds environmental resources though increased social connectedness and social networks

***Enhancing Leisure Experiences:***

*Savoring Leisure:* This activity provides opportunities to reflect upon past experiences and allows the client to reflect on the positive mood while engaged in the club of choice.

*Authentic Leisure:* Clients are allowed to pursue his/her club of choice. Each individual will have his/her strengths to add to the club and share his/her experiences and expertise with others.

*Leisure Gratification:* Continuously evaluate the skill level of the club in relation to the client to ensure the activity isn’t too simple or exceeds the client’s skills. You can teach the client different techniques and new methods to introduce novelty to the club.

*Mindful Leisure:* Encourage clients to be mindful of his/her emotions/feelings while engaged in the club of choice.

*Virtuous Leisure:* This activity provides opportunities for leadership to evolve as clients interact and share different levels of experiences and expertise with one another.

**Club of Choice Procedures:**

This activity should run like a club. Have the clients decide on the name of the club. Club T-shirts or hats make club atmosphere more valid. Have participants sit at a table preferable in a circle, outdoors, or on a porch if possible. Equipment depends upon what club/activity is planned. Show clients materials for that week and remind them of the particular activity that is planned. Have small group discussion about club topic. Have the club engage in the given club of choice activity together as a group. So, if the club is gardening, then have them garden, etc.

*Optional:*

* Each client can make a club log book and bring it to each session, adding to it during each session (new ideas, pictures, status)
* Consider a monthly or quarterly “club” newsletter.

*Types of clubs:*

Woodworking

Car club

Choral club

Photography club

Pottery/sculpture club

Gardening club

Drama club

Creative arts club

Sewing and crocheting club

Book club

Bird watching club

Bowling club

Coin and stamp club

Fashion club

Architecture /construction club

Golf club

Rod and reel fishing club

Interior decorators club

Jewelry club

Travel club

Young @ heart club

Tea club

Newspaper club

Exercise club

Recreation club

***Intervention*:** Intergenerational Therapy Programs

Note: The National Council on Aging defines intergenerational programs as "activities or programs that increase cooperation, interaction or exchange between any two generations. They involve the sharing of skills, knowledge, or experience between old and young."

*Goal:* To increase community engagement and empowerment by linking generations together in a meaningful therapeutic session.

Objectives:

* Through the intergenerational program, participants will gain an appreciation that the joy of connecting with nature is one of the things they have in common with people of other age-groups through this challenge.
* Through creating a habitat garden for butterflies, participants will gain an understanding of the interdependence of plants and animals, including people.
* To demonstrate leadership skills by utilizing past experience, knowledge and skills to educate youth in an intergenerational program.

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

-builds psychological resources by strengthening competency and self-esteem.

-builds social resources by interacting with other generations.

-builds cognitive functioning by using memory, decision-making, and problem-solving skills.

-builds physical functioning through active participation.

***Enhancing the Leisure Experience:***

*Savoring Leisure:* Provide opportunities to reminisce and reflect upon relationships, and allow the client to reflect on positive moods while engaged 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 gardening 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 skills of the younger child and older adult.

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

*Virtuous Leisure:* This activity provides opportunities for the client to give back to the community and utilize their skills and knowledge in mentoring youth.

**Intergenerational Butterfly Gardening Procedures:**

*Introduction:* Introduce participants to the fundamentals of gardening, and of butterfly gardening in particular. Include the following topics: site and soil preparation, planting seeds and transplanting seedlings, mulching, watering properly, weeding and pruning (e.g. knowing what to leave in for the winter).

*Planning Phase*: Plan out the garden with the participants. Stimulate a discussion on how to design the garden using the following questions: Which plants attract butterflies? When do butterflies come out? Sun? Wind? Where do butterflies lay their eggs? What do larvae eat? Where are the chrysalis? What plants do adult butterflies like? What kinds of soil, exposure, drainage, does the garden have? How much water does the garden need? What weeds can be left in?

*Garden Creation:* Finalize gardening plans, gather supplies, create work teams and work schedules, and, using gardening skills noted above, and develop the garden.

*Expression:* Tour of garden. Also, there are ways to infuse “creative dramatics” activities into this habitat creation project. For example, demonstrations or theatrical skits could be developed to convey information about the life cycle of the butterfly or butterflies in the neighborhood, demonstrate proper planting techniques, and show how to feed caterpillars.

*Share and discuss:* Focus on the butterfly garden: What is it like to see butterflies in your garden for the first time? How could you have kept those plants alive? What happened to the caterpillar? How to improve the soil? What are some of the most important things to consider when designing a garden?

*Focus on intergenerational sharing*—how have gardens in this area changed over time (changes in types of items grown and how they are used)? Are gardens viewed and used differently today than they were 40-50 years ago? Another set of themes that participants could explore relates to human-butterfly comparisons. It could be emphasized that a butterfly's development involves dramatic metamorphoses, as it goes from caterpillar to butterfly, whereas a humans development is more gradual.

As a next step, maybe provide a notebook and give participants time to write about the garden- related observations and thoughts.

*Debrief:* After each intergenerational program clients should have time to discuss the intergenerational visit with the therapist in a 15 minute debriefing session. Highlight with each client the positive aspects of the visit. Discuss the next visit and how the client would like to prepare for it.

**Sourcebook:** Great list of other intergenerational activities: <http://pubs.cas.psu.edu/freepubs/pdfs/agrs91.pdf>

**Research Support:** De Souza, E. M., & Grundy, E. (2007). Intergenerational Interaction, Social Capital and Health: Results From a Randomized Controlled Trial in Brazil. *Social Science & Medicine, 65(7),* 1397-1409.

***Intervention***: Support Systems

*Goal:* To develop and build interpersonal skills to enhance support networks.

* Objective 1: To identify existing support systems and potential need for additional support.
* Objective 2: To understand a need for a balanced support system.
* Objective 3: To identify ways to enhance support systems.
* Objective 4: To identify the benefits of support networks as it relates to the individual.

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

-Builds psychological functioning by increasing autonomy and self-determination through goal modification to increase perceptions of control.

-Builds cognitive functioning by improving problem-solving skill by utilizing networks of support.

-Build environmental functioning by increasing social connectedness and social networks through recruitment of existing and potential members of a social network.

***Enhancing Leisure Experiences:***

*Savoring Leisure:* 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:* The activity provides opportunities for self-exploration of existing problems/issues and linking supportive individuals to these issues. 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.

*Mindful Leisure:* Encourage clients to expand and build upon existing social supports.

*Virtuous Leisure:* This activity encourages clients to reach out to develop new relationships to broaden social networks, and act as personal advocates within his/her community.

**Support Systems Procedures:**

**-**- **Activity 1**: *Build It!* This activity is used to explore how to build a tower that is stable and will support itself.

Materials: Each team will need 15-20 gumdrops; 20-30 small marshmallows and 40 toothpicks (round with point). A cinnamon bear for each individual is used to represent each individual participant in the supported tower. \*in lieu of marshmallows and gumdrops, you may use glue to connect the toothpicks together.

Divide the group into teams of about 3. Each team should build a tower with the materials provided. The goal is to build the highest tower without tipping over. Once completed, the participants may then enjoy the sweet tastes of their towers. Tip: Build a strong base before trying to build high. Cross bracing will provide reinforcement. When a tower starts to lean, place some toothpicks in the way the tower is tipping to support the tower better. There is no wrong design. You can increase the amount of toothpicks to increase the difficulty levels.

Discussion questions: What is needed to build the tower (strong foundation of support)? If the tower started to lean or fall, how did you solve the issue? Does balance play a role in your structure? How does this apply to your life? When something goes wrong in your life and you feel you are starting to lean or fall over, how do you solve your issues? Have each person identify the role their cinnamon bear played in supporting the tower. How have you supported other people, and how have you been supported in your life? How does working as a team help build a better structure? What can you add to make it more sturdy? How can you build your life? Who do you want to help?

-**Activity 2**: *Spider web activity.* Have the group sit in a circle. As leader, hold onto the end of the yarn and unravel enough yarn so you can throw the ball across the circle. Pass the yarn to someone in the group and explain how this individual has either a) supported you or currently supports you (specific examples), b) specific ways on how this person can support you, c) how you would like to add this person to your support system. The participant with the yarn ball then throws it to another participant while answering the same questions. Each participant gets the yarn (sometimes more than once), holds the yarn, unravels some, says something, and throws the ball to someone else creating a web of yarn connecting the group together. Upon completion, the group will be able to visualize the yarn connecting them all together. You can reflect upon how everyone is interconnected in this web of support and more interconnections makes the web that much stronger.