



ALAMEDA COUNTY BHCS
ROUND THREE
INNOVATION GRANT PROGRAM

BERKELEY
FOOD &
HOUSING
PROJECT



Berkeley Food and Housing Project

THRIVE: Teaming Housing Residents
with Interest-based Volunteer Exercises



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OUR STORY

The Berkeley Food and Housing Project's mission is to ease and end the crisis of homelessness for Berkeley men, women and children. Our strategy combines housing, food, case management and resource counseling with compassion to nurture individuals and families who have struggled with poverty and homelessness. In 2002, BFHP opened Russell Street Residence, a permanent, supportive housing program for homeless adults with severe psychiatric disabilities.

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This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act.

11/10/2015

THRIVE

Teaming Housing Residents with Interest-Based Volunteer Exercises

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Russell Street Residence

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LEARNING QUESTIONS - Isolated Adult and Older Adult Consumers

- 1. How do in-reach efforts that connect residents of board and care homes, single room occupancy (SRO) hotels and unlicensed boarding houses to social and recreational opportunities in and outside of the facility reduce social isolation and improve quality of life for isolated adults and older adults with serious mental illness?**

Improved socialization and quality of life can be a result of activities that build inner resilience, structure, and wellness. When activities help promote a participant's inner resilience, this can be an asset for them when they face adversity and challenges. The way participants can connect to their inner resilience through creativity, education, leadership, and connecting with peers and community. Staff is also an important factor to help participants discover their inner resilience. Staff can show participants that they can be successful, they are interesting, and that their presence matters, which is important in order to discover inner resilience. When participants connect to their inner resilience, they are more willing try new things, under challenging objectives with less fear of making mistakes, and feel more socially competent.

A better quality of life for adults/older adults can be a result of a structured environment. Participants are involved in a creating structure environment through building activity schedules, establishing activity objectives, and keeping track of their own progress. When these routines are developed with the help of staff, participants become better at self-reporting, remembering their weekly calendar, and become more accustomed to addressing their needs more often. This greatly improves participants' quality of life because they can advocate for themselves and can identify how to come up with solutions.

Overall wellness comes through participants that are involved in healthy living, diversity, and spirituality. When residents are involved with healthy living, such as exercise, nutrition, smoking cessation, and proper hygiene, their mental health symptoms are better stabilized along with medication. Overall wellness and socialization can also be a result of participants who interact in a diverse and inclusive environment. Participants who feel included based on their beliefs, abilities, social identity, and interests are better able to connect with activities, peers, and their community because of familiarity. Also, participants that are involved in groups that celebrate diversity create social connection to people of other cultures, strengths, and perspective. Participants feel good when they are allowed the space and feel accepted to share and practice their spirituality in group or outside group.

2. How do volunteer opportunities that are interest- and skill-level appropriate with significant peer or professional coaching decrease social isolation and improve self-esteem and quality of life for isolated adults and older adults with serious mental illness?

Volunteering improved the self-esteem of our residents who volunteered because it became a part of who they are. When other residents were aware of another resident who is actively volunteering, typically this became a daily conversation with that resident. This also helped decrease social isolation because this was a nice conversation starter, one that their peers often initiated. This becomes a positive social identifier for our residents who volunteer and this helps improve their self-esteem because people show they are interested in them.

Volunteering also improved quality of life because our residents who volunteered were more involved in addressing their needs. Our residents who volunteered were able to address their limitations on the job and coordinate with the right support to accommodate their needs. For example, one resident who recently signed up to volunteer at a library has

blurry vision. That resident coordinated with an optometrist, family, and staff to order a pair of prescription glasses. This resident is excited to correct his vision because he feels his headaches will go away and will help him think more clearly.

Program Design: Project Goals

Goal 1: To identify activities that reflects the participants' needs, abilities, characteristics, and interests.

- Strategy: Identify activity options online and through participant input.

Goal 2: To reconnect participants to what is familiar to them.

- Strategy: Determine how to engage participants in order to cultivate their identity into activities, which includes personal strengths, past achievements, emotions, spirituality, culture, and memories.

Goal 3: Introduce the participants to new roles, diversity, challenges, goals, integration, and new activities.

- Strategy: Describe how participants accept new areas of exploration.

Goal 4: Evaluate how these efforts increase participants' motivation to pursue personal goals & increase their overall wellbeing.

- Strategy: Develop measurement tools that reflect personal growth, connectedness, and motivation.
- Strategy: Record participation and identify best methods/activities

Program Design: Baseline Assessment Tools

Activity Intake Assessment (see attachments): The purpose of this form is to collaborate with residents on building options for activities. This form is used at the beginning of the program or when a new participant enters the program. The form shows participants what kinds of activities can be

offered and this can lead to discussions on how incorporate the participants' interests during activities. After the end of this intake process, staff would be able to identify more with the participants' pastime hobbies, current interests, needs, skills, personal history, personal network, and places they like to go on outings.

Weekly Attendance Log (see attachments): The attendance log is used to keep a record of participation, plan out activity schedules, and have participants reflect on activities. These records are useful for the quarterly progress report and to evaluate particular activities. This is also an opportunity to include the participants in a one-on-one discussion to reflect on their participation, get feedback into the program, plan out an activity schedule with the participant, and set participation objectives for the week.

Activity Quarterly Progress Report (see attachments): The quarterly report is used to summarize the participation of each individual participant over a three-month period. The form helps staff identify which activities a participant attends, how often they attend, and the total activities offered. This also tracks how their participation changes from the previous quarter. Staff can use this form to review with the participant and hold a discussion about activity goals.

Volunteer Intake Assessment (see attachments): The volunteer intake assessment allows participants to explore volunteer outcomes, develop a volunteer search, identify work needs, and provide preferences on work tasks. This intake provides staff with a better understanding of where to search for volunteer sites, how to advocate and accommodate participants' needs on the job, and how to collaborate with the participant in order to develop a schedule of their work assignments. We also developed a orientation script that explains the volunteer intake assessment, which includes how to fill it out, its purpose, and the volunteering process. (See attachments)

Self-Assessment Questionnaire (see attachments): The questionnaire is used to measure the change in a participant's feelings about themselves

and their environment after participating in the activity program. Through a pre and post-test questionnaire, staff can better identify how the activity program changed the participants' feelings towards their problem solving skills, social skills, outlook on life, contributions, autonomy, and feeling cared about.

Program Design: Outreach & Engagement

Activity Board: Participation in activities can be increased by an activity board that posts a monthly calendar, a schedule of activities, event flyers, and activity announcements. We suggest that activity boards are posted in common area for the residents to see, such as the dining room, TV room, or activity room.

Volunteer Board: Another board that could be posted in those common areas is a volunteer board. A volunteer board is like a job board where people can look at updated listings of volunteer opportunities and take information. This engages residents because the residents can access information at their convenience and take their time to think about the information on their own. When residents are interested in opportunities, residents mostly coordinate contacting the volunteer site on their own or work with staff. What is different between a job board and a volunteer board is that most of the volunteer opportunities are ongoing. This allows people to think about volunteer opportunities longer than they would for a job posting because job openings go quickly.

House Meetings: An interactive engagement strategy that outreaches to the entire house of residents is to schedule a weekly house meeting. During these meetings, a staff member creates an agenda and converses with residents over house issues, activities, meals, outings, announcements, and a weekly schedule. Residents contribute their ideas and experiences during these meetings. House meetings often hold resident votes on finalizing meals, activities, and resolving house matters. How this activity works with the resilience model is that this offers residents a voice and choice, a

chance to talk about problems, experience autonomy, feel respected, and having an opportunity to create solutions.

One-On-One Meetings: A way to improve participation and for residents to meet personal objectives is to meet with residents one-on-one each week. These meetings were more difficult to introduce because during the day, residents could be off site, sleeping, or not interested in meeting. For the residents not interested in meeting, we sometimes gave them a copy of their participation logs for the previous week and a list of activities we thought they would like for that week.

Program Strategies: Activities

Social Energizers: These groups are facilitated for residents in order to get to know each other through a variety of social ice breakers, team builders, presentations, interactive games, and storytelling. These groups promote socialization and wellness through building leadership skills, problem solving skills, caring relationships, and self-awareness. Social energizers can be introduced to participants early on in the program because these groups offer a fun and safe way to reduce social anxieties, self-doubt, mistrust, and other social limitations. *(See attachments for 15 social energizer outlines).* This activity works with the Resilience Model by promoting participant lead experiences, opportunities to talk about problems, empathy for others, and connecting with caring relationships.

Arts and Crafts: These groups were introduced to the residents in order to create pieces of art, build crafts, improve facility aesthetics, and attend group for something tangible. This group impacts overall wellbeing and decreases social isolation because this groups boosts confidence in art skills, increases creative expression, and influences socialization with peers. Some of the projects included building a birdhouse from Popsicle sticks, making window decals, recreating famous Van Gogh paintings with cut-out shapes of color construction paper, painting our facility garden beds, and making flags of our home state. When the birdhouse project was introduced early in the program, most participants did not believe that it

would come together. The project was reintroduced a few months later and although participants still felt doubtful, they were willing to try it with the help of staff. The project succeeded because the Activity Coordinator believed in the participants' success and had trust with the participants. During a group where we recreated the Van Gogh paintings, one of the residents said "This is what makes living at Russell Street fun!". (*See attachments for 3 art group outlines*). These art groups follow the Resilience Model by having others believing in participant success, participants feeling noticed and interesting, self-awareness, mastery in art/creative expression, abstract thinking, and skill-based learning.

Facility Garden: Our facility garden was generously donated by Planting Justice. The volunteers built 4 large, raised garden beds in the facility's side patio. This patio is also a common area for residents to spend time outside. Staff at Russell Street intended that this garden area was to have residents learn how to garden. However, the garden influenced other activities besides the residents' learning how to garden. The garden became an asset for aromatherapy groups, nutrition groups, food prep groups, and art groups. During a food prep group where we made kale chips from the garden, one of our participants said "I did not know there was anything tasty in our garden". This activity builds on the Resilience Model by providing the means for participants to make a contribution to the facility and interact with peers.

Farmers Market: Another great way to learn about nutrition and get in a good exercise is to take participants out for a walk to the local farmer's market. Bringing some spending cash is sometimes needed to try some of the food, but many of the stands offer free samples. The vendors often talked with our group about the quality of their food, how the food is made or farmed, and other information about our community. The other bonus about going to farmers market is there are musicians for entertainment. This activity decreases social isolation because participants get to be around different people. Even though participants may not always be

conversing with people at the farmer's market, just listening and watching people at the event still counts as socialization.

Photo Groups: Activities that can teach participants how to operate something and develop skills is a meaningful experience for participants. For many of our participants, operating a digital camera was something completely new. The residents were not apprehensive to learn how to use a camera and photography groups were quite easily introduced early in the program. The photography groups taught participants how to use a digital camera, how to properly capture photographs, and how to be creative with photography. A fun way that we facilitated these groups was taking participants out on a photo scavenger hunt around our neighborhood. Participants had to look around their neighborhood and take photos of items or themes from a scavenger list. Participants preferred themes rather than a list of different items. Some of the themes we searched for were flowers, cool cars, and things that are funny (*see attachments for more photo scavenger lists*). This activity compliments the Resilience Model by building a sense of mastery, achievement motivation, self-efficacy, creative expression, and by influencing people to show fascination with the participants' interests. This activity increases overall wellbeing and decreases social isolation because participants can share their photos and knowledge of photography with visitors. The participants really took pride in being able to tell visitors that they learned how to use a digital camera and show them some of their photos. This is also a sight to see participants smile when visitors are amazed by these accomplishments.

Music Appreciation: This was the most popular group in the activity program. What made this group so interesting for participants was the accessibility of music through the internet. This activity was introduced to the participants by showing how to access and play music using a cellular phone, the internet, and a Bluetooth speaker. Participants were very interested in the unlimited amount of music that can be accessed online by the push of a button. There was so much music that participants were able to reconnect to because of the internet and the participants used the

internet to create playlists to share with the group. Part of the goal for music appreciation groups was to play through songs from a variety of music genres in order to expand participants' knowledge and interest with different music (*See attachments for music playlists*). This group also promoted socialization because participants got to know each other better by listening to the music each participant enjoyed. One particular set list that really worked with getting the participants to sing along and dance was a playlist of dance music from the 1950's. This included songs such as "The Twist", "Shout", and "Yakety Yak". This activity shows resilience in action by promoting pleasure being around others, interactive experiences, and by influencing people to show fascination with the participants' interests.

Writing Group: This group offered creative thinking writing exercises for participants. Some of the topics that were explored during group were travel, spirituality, death, symbolism, the five senses, and connecting with people. Some of the exercises used writing templates, sound bites, food samples, tactile aides, and literature to stimulate or prompt the participants to write (*see attachments for 5 writing templates*). The participants found these writing aides as very useful towards facilitating writing exercises. This group helped participants' socialization and wellbeing because the group focuses heavily on personal reflection. Through these writing exercises, this helped participants deepen their understanding of themselves and their peers. The factors of resilience that come from this activity are creative expression, abstract thinking, self-awareness, feeling a good challenge, mastery of writing skills, feeling included, and person-centered experiences.

Outings: Taking trips outside the facility were planned and introduced to participants during House Meetings. This was the simplest way to get everyone together to plan out and coordinate outings. During House Meetings, residents often shared their outing experiences with all the residents or talk about the outing even if they did not intend to go. These outings were attractive for participants when the outings were within close proximity of the facility, brought them to public events, celebrated holidays

and diversity, a chance for sightseeing, trying food, playing games, and interact with people and animals (*see attachments for a complete list of outings*). These outings increase resilience through community integration, interaction with others, and multicultural competency. This helps bring participants out of social isolation because outings can create a sense of safety and trust being around others, which can positively impact social engagement.

Recreational Sports: This activity only attracted male residents who had past athletic involvement. Some of the recreational sports played were disc golf, soccer kickback, Frisbee toss, football toss, and basketball shoot around. The recreation sports that were offered but none of residents wanted to participate in were badminton and croquette. In order to get more participants, include other options that require less athletic ability such as horseshoes, bean bag toss, shuffleboard, and mini golf. These games can impact overall wellbeing because this builds muscle coordination, physical endurance, and cardiovascular health.

Yoga: This class is also an attractive physical activity for participants that do not have strong athleticism. Most of the participants in yoga class were women. Like the recreational sports, this activity builds muscle coordination, physical endurance, and cardiovascular health. This group participates in meditating, breathing, and stretching exercises. Leading this group can be difficult for someone that does not have good understanding of yoga. Our facility used a Yoga instructor through a Yoga studio, which cost money. However, there are Yoga instructors that can offer classes at facilities for free. Sometimes, the best way to find free Yoga instructors is by talking to volunteers that are facilitating other activities in the program.

Program Strategies: Volunteering

This is a list of strategies that were implemented to build a volunteer base out of the residents in the facility. For each strategy, there is a discussion on the successes and challenges.

Volunteer Board:

- **Successes:** The websites Craigslist and Volunteer Center of the East Bay provided a variety of opportunities to volunteer in Berkeley and surrounding areas. These opportunities ranged from library aides, senior companions, animal shelters, community cleanups, community meals, and donation lockers. Several of our residents showed interest in the volunteer board and wanted to inquire more information.
- **Challenges:** After about several weeks of updates, there were not many other sites that we could offer to our residents. Some of the openings that were not offered required long-term commitments, high school or college students, and specialized skills.

Volunteer intakes/assessments:

- **Successes:** Staff developed an intake form that assesses work interests, work skills, work needs, and task-time preference. The residents who completed the intake assessment completed the form found the form simple enough to complete on their own. This was successful because the forms were thoroughly completed and responses were consistent.
- **Challenges:** Only five participants out of seventeen completed a volunteer intake when all of the participants received the form during our house meeting. Out of the three participants, some of their interests were not realistic, such as volunteering at a music school or teaching Christian yoga. This could be explained by their self-reported limited work skills and experience in these fields. Another challenge is that some participants were interested in volunteering at a place that would lead to paid employment. Lastly, the results from the time-task preferences self-reported low interest in performing many pertinent work tasks that were needed for the volunteer openings. These tasks participants were not interested included record keeping, cleaning, packaging/sorting, positive energy, and following instruction/directions.

Volunteer skills classes:

- **Successes:** Staff had developed curriculum for five volunteer skills classes. In the first group, staff read through an orientation explaining how staff will support participants volunteer. This included a

walkthrough of the intake assessment form, travel training, job coaching, and skills development. Staff led two of the five groups, which lead to 5 completed intakes and 3 completed volunteer goal plans.

- **Challenges:** Starting the group was difficult because the participants had not selected a specific volunteer site where could build our goals. This was challenging to create volunteer goal plans, create role playing, and develop work skills exercises in class because we were unsure about the end result. Therefore, classes were postponed after the second session until we could find placements.

Orientation/ Site visits:

- **Successes:** In order to find a placement for our participants, staff accompanied two residents and provided travel training on BART to the Rabbit House Society in Richmond, CA. We attended an orientation and tour of the facility to see how the volunteers help out the shelter. Our two participants were very interested in becoming volunteers after the orientation and were set to sign up for volunteer training.
- **Challenges:** After the orientation, the Rabbit House Society had not scheduled volunteer training for the following three months. This affected the interest of the two participants. In regards to other volunteer sites, some sites also only scheduled orientations/trainings three months apart, which slowed down the progress of our volunteer project.

Target Subpopulation:

Some of the factors that were included into the development of activities looked at how to draw participants from different age groups, cultures, races, and had different challenges. The flexibility around activities helped promote diversity and inclusiveness. For example, a music group can focus on music from different genres, which can attract different subgroups within the facility. Also, outings can celebrate diversity and inclusiveness by going to cultural fairs, music festivals, museums, and movies. Having flexibility for these two groups facilitates an open space where participants can find something for themselves and their group members.

We recognized that our participants were attuned to a variety of skills and faced similar or unique challenges. Our participants responded well to our writing groups because participants have talented writing skills. This provided an opportunity where a diverse group of participants consistently attended and demonstrated thoughtful ideas on paper. As more challenging activities were presented to participants, some participants faced certain barriers.

The participants overcame the barriers during the program, which included vision impairment, low education, low income, physical limitations, and mental illness symptoms. Some of the physical limitations we had to address were mobility impairment, Diabetes, obesity, emphysema, and cardiovascular health. When our group went on outings, a strategy used to reduce physical limitations was to take a break for every two blocks of walking. Vision limitations were accommodated with magnifying glasses, large print material, and people reading things out loud.

Participants who had low education overcame barriers through the help of peers and staff. Often times, group facilitators and participants supported those that needed help with writing, expressing views, and reading things to the group. This was done through holding group reflections, “piggybacking” on each other’s ideas, and providing templates or activity guides. Participants responded well to these strategies. Some of our residents had mental health symptoms that presented a barrier that prevented them from attending group. One way we addressed this barrier is by providing participants who missed group with an individual activity. Many times, participants who missed group responded well to receiving a copy of the writing group exercises and completed them on their own time.

CLIENT INPUT: WRITING GROUP EXERCISE

Writing group participants were given an exercise to write about what they want from someone who cares for them. Our facility used these responses as input into our final Project Desired Outcome. The responses included that staff needs to show the clients tolerance, politeness, watchfulness, and that staff can talk things out with clients. Respondents reported being cared for when a person shows

availability, readiness to talk, can provide answers, and is prepared. Respondents reported that they need caring people to help with transportation, meals, daily living essentials, exercise, mediation/advocacy, and family support. Respondents reported experiencing more joy when a caring person is fun, cool, friendly, nice, and stay with them till the end of the problem. Respondents also reported that they get along better with a caring person who is quiet, available, understanding, and forthright in their intentions to help.

Effectiveness of Strategies: EVIDENCE BASED PRACTICE

The strategies developed into the program design were derived from the Resilience model developed by Bonnie Benard. A link to a power point that explains resilience in action is located at <http://www.cde.ca.gov/ls/yd/tr/bbenard.asp>. The model focuses on external and internal protective factors that reduce risk factors and increase overall wellbeing. When designing the program, strategies were centered on the environment as a means to strengthening caring relationships, place higher expectations on the participants, and provide meaningful opportunities of participation. Studies have determined that these strategies protect participants from risk factors and also motivate participants to strengthen their internal protective mechanisms. Therefore, the design of the program also focuses on the development of the participants' internal protective assets, which are social competency, problem solving skills, autonomy, and a sense of a bright future. In addition to the external protective assets, when a person's internal protective assets are high, studies show that the person can avoid and even reduce risk factors significantly. As the person can avoid or significantly reduce risk factors, this greatly improves that person's physical health, mental health, and overall wellbeing.

Effectiveness of Strategies: QUALITATIVE AND QUANTITATIVE DATA

Activities Provided

Through recording attendance for each activity, we were able to track the total amount activities were provided and what activities were provided the most. There were a total of 253 activities provided between 12/1/2015 to 8/31/2016.

There were some activities that were started up later in the activity program, such as the music appreciation group, social energizers, and photography groups. Therefore, there were not as many groups offered in for these three activities. The most activities that were offered were House Meetings (34 groups), BINGO (33 groups), and writing groups (32). These activities were provided almost every week and the House Meeting was mandatory for residents to attend. Some of the groups that were provided a few times were farmer's market walks, recreational sports, and volunteer skills classes. The farmer's market walks could have been provided more because residents enjoyed going to the market to try samples and buy snacks. The recreational sports groups were not provided that much because many residents do not enjoy playing sports. In the beginning of our program, we had a soccer ball, football, basketball, and volley ball set. These activities would only attract 2 participants and the activity would not last more than 10 minutes. We then purchased equipment that could attract more participants, such as a badminton set and croquette set. However, we could not attract more than 2 participants. The volunteer skills class did not last more than 2 groups because during that time, none of the residents were interested in volunteering. *(See attachments for the activities provided totals).*

Effectiveness of Strategies: Data- Participation Per Resident

Another record that was collected was the participation for each resident in the program. Activity Coordinator tracked each resident's participation over three months and tallied their total participation and for each activity. This provided an evaluation tool that informed us who were the strongest participants, what were the most popular activities, and who needed more encouragement to attend groups. We had 4 residents that had really good participation throughout the program at 87%, 80%, 71%, and 54%. We also had 3 residents with good participation at 39%, 35%, and 28%. *(See attachments for participation summary charts)*

What facilitated these strong turnouts for group could be from outreach efforts, activity interests, and incentives. The outreach efforts that motivated residents to

attend were the calendar posted in the dining room, following a consistent activity schedule, and planning activities House Meetings. Some residents that had good participation did not attend BINGO because it was not interesting to them. Therefore, there were activities on the schedule in order to attract residents that wanted do something that was interesting, such as writing group, music appreciation, and photo group. Lastly, some residents participated regularly because we offered incentives for our participating in activities. We gave a raffle ticket to each participant for every activity they participated in for a week. At the end of our weekly House Meeting, we raffled off a \$5 gift card as a prize. Another incentive for participating was snacks during groups.

Effectiveness of Strategies: Data- Average Participation Per Activity

We were also able to track the success of each activity and evaluate how they worked for our population. Since the House Meeting was mandatory, that had the highest turnout at an average of 12.3 participants. Some groups with the highest average participation were the music groups (6.4), BINGO (5.6), writing groups (4.8), and social energizers (4.3). We believe these groups had higher participation because they stimulate emotional responses. Music groups stimulate past memories, relaxation, and energizing positive feelings. BINGO stimulates a reward response for winning games. Writing groups stimulate introspective thinking and a reward in creativity. Social energizers stimulate positive emotional responses through socialization and connecting with people.

Some of the groups that had lower average participation were art groups (3.8), photography groups (3.5), and outings (3.2). These groups offer similar emotional responses to the more popular groups, but what could explain lower participation is that these activities require more physical activity and skill based curriculum. Our photo groups usually required participants to walk around their neighborhood and take photographs of items on a list. Photography group also required that participants learn how to use a digital camera, which some residents were intimidated by. Art groups sometimes were not attractive for participants because they could not think of something to paint or work on, even if the art group facilitator presented them with ideas. The outings were not as

popular as anticipated because many residents were uncomfortable leaving their neighborhood to go on outings. Many of our outings were to places within in a couple miles of our facility, but for some residents, that was still too far. Some outings that really had a high turnout were a trip to the Jelly Belly Factory in Fairfield and to Cesar Chavez Park down by the Berkeley Marina.

Our groups with the lowest average turnout were volunteer skills classes (3), Yoga (2.4), and recreational sports (2). The skills classes were not popular because many of our residents were not interested in volunteering and some of the participants left group early because they were not interested in the skills classes. Surprisingly, Yoga had a low turnout because most of the time, only women would attend Yoga class. Since we have 11 men, 5 women, and 1 gender non-conforming, our target population is much lower to increase the average participation. Finally, recreational sports had a lower turnout because only the men wanted to play sports. Age did not really matter because we had one participant that attended group who was 28 years old and we had two other participants in their fifties. *(See attachments for a chart of average participation per activity)*

Effectiveness of Strategies: Data- Self-Assessment Questionnaire

The self-assessment questionnaire measures participants' change in resilience assets over a 9 month period. A pretest and posttest questionnaire was completed by seven participants on their own with no assessment moderator. Respondents were asked 21 questions about several resilience factors and assets within those categories. For example, questions about the resilience factor of caring relationships asked if the participant felt people care about them, want to get to know them, and are fascinated by their interests. Questions were designed as self statements and the respondent had to rate how much they agreed with the statement on a scale that ranged from never, rarely, sometimes, or often.

The results were calculated by showing the change in percentage between the total pre and posttest scores for each resilience factor. The four respondents with low participation (>17%) reported a decline or no change in resilience factors, except for one respondent that reported a large increase in placing high

expectations (+25%) and a small increase in opportunities for meaningful participation (+5%). For the three respondents with good participation (< 38%), there were mostly reports of a large increase in resilience factors. However, one respondent reported significant decline in caring relationships (-50%) and meaningful opportunities for participation (-35%). However, the same respondent reported a significant increase in social competency (+58%) and problem solving skills (+50%).

In retrospect, the assessment could have been conducted by an assessment moderator in order to review and assist with respondents who had inconsistencies in their answers. For example, an inconsistency happened when a respondent reported that they gained more social skills and problems solving skills. However, the person also reported a significant decline in meaningful opportunities for participation and caring relationships. These significant contrasts in self-reports show an inconsistency because one could conclude that gaining social skills and problem solving skills through activities would be meaningful and would generate caring relationships. Therefore, a moderator could review and point out any inconsistencies with test takers and perhaps generate more accurate results. *(See attachments for test results)*

Program Replication

1. Recommendations on the essential elements for successful program replication:
 - *Cost effective programming:* Part of the success of the program was to budget finances in order to keep costs down while maintaining ongoing activities. One of the activities we carefully budgeting was our outings. The strategies we used when planning activities was to look for public events on Craigslist, SF Gate, and East Bay Express. Many of our outings took place on event days that were free to the public, nearby our facility, and offered discounts to our group. In the 27 outings taken during the nine-month program, the total cost of the outings was estimated to be around \$275 (parking \$95, gas \$65, public transit \$35, admission tickets \$45, and snacks \$35).

- *Volunteer ran groups:*Volunteers are a vital component to our success. We were fortunate to have volunteers facilitate a writing group and an art class. The benefit of having volunteers run groups is to expand on activity options by introducing new ideas and having participants interact with more people.
- *Computer and technology:* A useful addition to our program was the purchase of a computer, digital camera, wireless internet installation, color printer, and speakers. These tools helped in the research, creation, and facilitation of activities. The activities that we used technology were the photo scavenger hunt and the music group.
- *Calendar board:*A successful element of the program was posting a large calendar board in the facility common area. Many of the activities were scheduled consistently so that the residents could learn the schedule and plan accordingly to attend activities.
- *Incentives with expectations:*A success to the activity program was to offer incentives for attending activities. Residents that attended activities earned a raffle ticket for each activity and were allowed in the weekly raffle if they attended more than three activities that week. We offered a \$5 gift card for the raffle prize each week. The incentives boosted participation because participants sought out after winning a prize. Other ideas that can be used as incentives are snacks and beverages or something tangible that can be taken from the activity (i.e. crafting something useful, a photograph, or a personalized activity folder).
- *Documentation:*The development and use of good documentation generated information about the participants' interests that was useful towards creating and facilitating activities. The forms that we used were an activity intake, weekly attendance and reflection notes, quarterly progress

notes, and self-assessment. The participation notes for each resident describes what the participant gained from the activity such as social skills, team skills, problem solving skills, exercise, and technology skills. Reflection notes document any feedback or statements during activities. Quarterly notes record the total participation for each participant and the activities they attended. A program evaluation records the average participation for each activity and a post self assessment questionnaire.

2. Staffing requirements:

a) Job title: Activity Coordinator

b) Role/ responsibilities with Full Time Employment (FTE):

- Develop and facilitate interest-based and skills-based activities that include socialization, exercise, creativity, and volunteering.
- Lead weekly House Meetings.
- Develop and use evaluation tools that measure the effectiveness of the program.
- Coordinate and develop partnerships with outside programs in order to recruit activity volunteers, expand activity options, and place participants at volunteer sites.
- Complete online progress reports and Final Project Outcome report.
- Perform other duties as assigned, which could include cleanup, meal preparation, giving medications, and monitoring the daily living of residents.

c) Required qualifications, certification and / or licensure

- Minimum high school diploma, bachelor's degree preferred.
- 1-2 years experience facilitating activities for adults and older adults with serious mental illness.
- Participants conveyed in a writing exercise that the qualities of staff include having a fun and cool attitude, understanding, availability, offers solutions, tolerant, watchful, and forthright.

3. Essential Collaborators:

Berkeley Mental Health: Facilitated talk groups at Russell Street, and at their location facilitated a Black History Month Celebration and Spirituality groups, which we attended.

Niogra Institute: Contracted with Russell Street Residence and facilitated weekly Yoga classes at Russell Street Residence.

CalCREATE, UC Berkeley: Provided student volunteers that facilitated weekly art classes at Russell Street during the college semesters. They also provided art supplies for our facility.

Japanese Exchange Student Program: Organized a group of nine Japanese exchange students to visit our residents. They also facilitated group conversations and origami lessons.

Volunteers w/ Berkeley Food and Housing Project: Provided two volunteers that have facilitated weekly writing groups at Russell Street for the past five years.

Planting Justice: Constructed four large planter boxes and an herb garden in the side patio at Russell Street. They also planted two seasons of crops in our garden over the past year.

4. Recommendations for resource, facilities, and infrastructure requirements needed for support:

Technology and equipment needs

- *Staff and participant computers:* A requirement is to provide computers for staff to complete their work. This helps the Activity Coordinator develop documents, activity templates, curriculum, agendas, email, and other projects. The facility could provide computers for the participants in order to facilitate computer classes and become familiar with many things that can be done online for activities/socialization.

- *Wi-Fi:* Having access to the internet throughout the facility enables staff to use technology in natural settings for activities. We used wifi to access youtube out in our garden area so that participants could sit comfortably while attending music group.
- *Digital camera:* A digital camera is very useful during outings and other activities. For many of our residents and perhaps for many within the target population, this could be the first time learning how to use a camera, let alone a digital camera. This is something that staff could demonstrate to the participants and teach photography tips. When participants learn how to use the camera, this becomes a staple for many activities because participants can use the camera to create photo records of their participation. These photos can be printed and pasted in a photo book that participants can share with anybody, which was a meaningful experience for our residents.
- *Bluetooth speakers:* We used a Bluetooth speaker to connect to staff phones in order to facilitate music appreciation groups.
- *Color Printer:* A color printer allows participants and staff to print out color photographs take during outings and activities. The color printer can also print out arts and crafts templates in color.
- *Television/ DVD:* On our many trips to the public library, some participants only checked out movies on DVD because we have a TV with a DVD player. Participants enjoyed showing their programs or movies with their housemates.
- *Sports/ exercise equipment:* There are many recommendations for sports and exercise equipment. Some of the equipment that we successfully used with the participants was some yoga mats, basketball, gardening tools, and Frisbees. We had two participants that went to play disc golf at the Aquatic Park in Berkeley. Other

equipment that we used with less success was a soccer ball and football. Almost all the participants did not want to play with sports equipment. We also recommend that programs purchase ergonomic or adaptable exercise equipment for participants with physical and sensory limitations.

- *Garden beds:* Raised garden beds are useful for participants to partake in gardening because the raised beds do not require people to kneel down or people in wheelchairs to reach.

Systems and services needs (e.g., billing, interpreter, etc.)

- *Meal preparation:* Having a staff that provides nutritious meals to participants contribute to successful participant outcomes. Meal prep is also a safety measure that keeps sharp and hot items away from participants who could be at-risk of harming themselves or others.
- *Medication management:* Medication management services are important for participants to take medications in the correct dosage and during the correct time of the day. This is important because medication compliance is instrumental for daily activities, goal outcomes, and activity participant. If participants miss medication times, this can greatly impact behaviors that can negatively impact participation and self-care.
- *Case management:* Having written case plans developed with on-site or offsite case managers can improve hygiene, symptom management, exercise, diet, socialization, and life skills. Our facility requires that all our participants have a mental health case manager assigned to them.
- *Medical checkups:* Onsite medical checkups can be a valuable asset to participants because of the convenience and reducing barriers to

access medical services. This also helps create a partnership with onsite staff and medical professionals, which can further increase overall wellbeing of the participants. Staff onsite could also support participants' medical access through appointment reminders, appointment preparation, transportation coordination, and follow through on treatments.

- *Transportation:* A facility van or vehicle is often necessary to carry out activities, medical appointments, and supply/grocery runs.

Budget requirements

Our project design focused on cost-effective budgeting in order to increase the likelihood of program replication for other programs with limited funding. There were several cost-effective measures that we took to reduce our budgetary requirements:

- *Outings:* In the 27 outings taken during the nine-month program, the total cost of the outings was estimated to be around \$275 (parking \$95, gas \$65, public transit \$35, admission tickets \$45, and snacks \$35). This amounts to \$10 an outing, \$3 per person.
- *Arts & Crafts:* We purchased a shipment of art supplies at the beginning of our project. This included 18 bottles of poster paint, 6 bottles of tacky glue, jumbo popsicle sticks, 2 bags of colored pipe cleaners, and 2 packs of colored construction paper. CalCREATE also donated several supplies to our facility, including paints, paint brushes, pastels, wood boards, and card stock. In addition, our facility already had other art supplies prior to our project (i.e. scissors, beads, poster paper, markers, and glitter). All of these supplies went through 26 art groups over a 9-month period.
- *Equipment:* We purchased equipment for our program such as a laptop, desktop computer, digital camera, cd player, croquette set,

badminton set, soccer set, and Frisbees. We received donations for yoga mats. Although the electronics may increase a budget, a computer and digital camera can be used for many activities without additional costs.

- *Volunteers:* We connected with several volunteers in order to facilitate a couple activities a week, which helped keep our budget down. They volunteers that we have for writing and art group also bring in most of the supplies they need for group.

DESIRED PROJECT OUTCOMES: ATTACHMENTS

RUSSELL STREET RESIDENCE/ BERKELEY FOOD AND HOUSING PROJECT

THRIVE

Writer: Owen Camarco

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Program Design- Baseline Assessment Tools

Activity Intake

Resident Name				Date	
Hometown		Age		Birthday	
Favorite Hobbies					
Close family and Friends					
Hobbies/ Interests					
Mark Current (C) and/or Past (P)					
Arts & Crafts	Meet up groups	Collection			
Sports, athletics	Film, movies, tv	Computer, internet			
Cooking, dinning	Writing	Politics			
Gardening, plants	Social Advocacy	Science			
Outdoors, nature, travel	Games	Fashion, design, home decor			
Health, fitness	Helping others	Theater, comedy clubs, concerts			
Relationships/ Dating	Family	History, museums, landmarks			
Friendships	Photography	Animals, pets, wildlife			
Sexuality	Music, musician	Social gatherings			
Religion	Reading	Solitary Activities			
News, Gossip	Puzzles, brain exercises				
Comments:					
Favorite Places to Go					
Place:			Place:		
Location:			Location:		
Frequency:			Frequency:		
Comments:					
Limitations to Activities					
Functional Limitations:					
🍏 Vision	🍏 Mobility	🍏 Hearing			
🍏 Memory	🍏 Learning	🍏 Speech			
🍏 Emotional	🍏 Other _____				
Describe how these limitations impact activity participation:					
List any modifications or considerations for activities:					

Weekly Attendance Log

Write in the groups and activities the participant joined over the week.

Participant Name: _____

Dates: From ____ to ____

Sun	Mon	Tues	Wed	Thur	Fri	Sat

Weekly Participation Reflection

- 1) What were some activities you enjoyed last week and why?

- 2) How have these activities supported you in your personal life?

- 3) What activities or personal interests would you like added to the schedule?

ACTIVITY QUARTERLY PROGRESS NOTES

From Dates _____ to _____

	# of Activities Participated	# of Activities Offered	%	<u>Change from last quarter</u>	
				Plus or Minus Participated	Plus or Minus Offered
House Meetings	_____	_____	_____	_____	_____
Arts & Crafts	_____	_____	_____	_____	_____
Energizers	_____	_____	_____	_____	_____
BINGO/Games	_____	_____	_____	_____	_____
Writing Group	_____	_____	_____	_____	_____
Skills Classes	_____	_____	_____	_____	_____
Gardening	_____	_____	_____	_____	_____
Cognitive Strengthening	_____	_____	_____	_____	_____
Exercise/ Walks	_____	_____	_____	_____	_____
Music	_____	_____	_____	_____	_____
Yoga	_____	_____	_____	_____	_____
Volunteer	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____
Outings	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____

List Outings:

Total change in % from last Quarter

Summary of resident participation over the last 3 months.

Goals for the next quarter.

Volunteer Intake Assessment

1) What is your desired work status? (Check all that apply)

<input type="checkbox"/> Paid employment	<input type="checkbox"/> 2-5 hours a week
<input type="checkbox"/> Volunteer	<input type="checkbox"/> Student
<input type="checkbox"/> Full-time	<input type="checkbox"/> Unsure
<input type="checkbox"/> Part-time	<input type="checkbox"/> Not interested

2) Which field(s) interest you? (Check all that apply)

<input type="checkbox"/> Administrative	<input type="checkbox"/> Education	<input type="checkbox"/> Real Estate/ Rental
<input type="checkbox"/> Agriculture/ Forrestry	<input type="checkbox"/> Food Services	<input type="checkbox"/> Recycling/ Waste
<input type="checkbox"/> Animal Care	<input type="checkbox"/> Grounds Keeping	<input type="checkbox"/> Sales/Retail
<input type="checkbox"/> Arts, Entertainment, Rec.	<input type="checkbox"/> Health & Social Services	<input type="checkbox"/> Transportation
<input type="checkbox"/> Computer & Mathematical	<input type="checkbox"/> Information/ Research	<input type="checkbox"/> Warehousing
<input type="checkbox"/> Construction	<input type="checkbox"/> Maitenance	<input type="checkbox"/> Unsure
<input type="checkbox"/> Customer Service	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Other (write in)

3) Which area(s) need to be addressed in order for you to gain and/or maintain work? (Check all that apply)

<input type="checkbox"/> Legal	<input type="checkbox"/> Scheduling/ Planning/ Time management
<input type="checkbox"/> Union representation	<input type="checkbox"/> Tools/Equipment/Assistive Technology
<input type="checkbox"/> Disability	<input type="checkbox"/> Resume
<input type="checkbox"/> Symptom management	<input type="checkbox"/> Interview skills
<input type="checkbox"/> Doctor evaluation	<input type="checkbox"/> Work experience/skills
<input type="checkbox"/> Health clearance	<input type="checkbox"/> Job training/ coaching
<input type="checkbox"/> Counseling	<input type="checkbox"/> Knowing rights & responsibilities
<input type="checkbox"/> Clothes	<input type="checkbox"/> Work accommodations
<input type="checkbox"/> Hygiene	<input type="checkbox"/> Resource Management
<input type="checkbox"/> Getting along with others	<input type="checkbox"/> Transportation skills
<input type="checkbox"/> Attendance/Reliability	<input type="checkbox"/> Education level
<input type="checkbox"/> Attetion span	<input type="checkbox"/> Earning a degree/certificate
<input type="checkbox"/> Processing skills	<input type="checkbox"/> Unsure
<input type="checkbox"/> Understanding/Following	<input type="checkbox"/> Other (write in)

directions

Comments

4) During a shift, how much time would you like to spend on a particular task?

	> 25%	< 25%	< 50%	< 75%
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packaging/Sorting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End

Volunteer Orientation Script

The goal of Russell Street Residence is to support residents returning to work through volunteer opportunities and working to decrease the isolation of adults. Russell Street staff understands that our residents returning to work can mean more than having a greater sense of belonging and community. Our staff would like to be considerate of every resident's individual needs and personal objectives when returning to work. We also acknowledge that returning to work can be a gradual process and that some may need individualized supportive services.

Our Vocational Intake form will collect the information from residents that would assist staff to collaborate with a resident in order to develop return-to-work goals. These goals could range from paid employment, self-employment, and/or volunteering. The information we will collect on the intake form is in the areas of desired work status, career interests, and needs assessment. Your information will remain confidential and will require a signed release of information form in order for staff to share this information. When the intake form is completed, staff will work with residents to map out these goals in a step-by-step return-to-work plan. This written plan includes work objectives, responsibilities, supportive services, and time frames.

Staff will provide services to Russell Street residents in the areas of job matching, referrals, skills training, transportation training and coupons, and job coaching. Our job matching and referral services is where staff assist residents search and connect with job sites that suit a resident's personal needs and interests. Referrals are also updated on a weekly basis and posted on a volunteer board in the dining room. Even if someone's goal is to gain paid employment, sometimes the first step is to volunteer because it can be an excellent way to make a small commitment in order to boost work skills, self-confidence, and marketability.

Staff will provide ongoing skills training classes at the Russell Street residence in order to explore and simulate work-related situations. These classes will help residents build soft skills such as communication, problem solving, and organization. Simulations may include mock interviews, conflict mediation scenarios, safety training, and discussions on work ethics.

Staff can assist residents remove any barriers that may prevent them from riding public transit independently in order to get to their work sites. A way that staff can help is by riding along with residents to their work sites. This way, residents can be supported as they learn how to use the public transit system. This could range from learning how to pay for bus fair, transfer to another bus, learning bus routes, and trip planning. Staff can also provide emotional support and bus tickets in order to access public transit.

Staff will continue to work with residents after they found a placement. After initial placement, Russell Street staff will accompany residents to their respective work sites for the first couple visits. Staff will support residents complete job training, monitor job performance, and provide job support when needed. Staff will also support the resident in keeping track of their work goals by providing residents with a work journal and provide weekly individual supervision meetings.

Self-Assessment Questionnaire

Name (optional):

Date:

Directions: Indicate how often you feel the way described in each of the following statements. Circle one number for each.

Statement	Never	Rarely	Sometimes	Often
1. There are others that really care about me.	1	2	3	4
2. There are others that want to get to know me.	1	2	3	4
3. There are others that are facinated by my interests.	1	2	3	4
4. There are others that respect my opinion.	1	2	3	4
5. There are others that make me smile or laugh.	1	2	3	4
6. There are others that believe I will be a succes	1	2	3	4
7. There are others that challenge me.	1	2	3	4
8. I do interesting activities.	1	2	3	4
9. I have creative outlets.	1	2	3	4
10. I help decide activities.	1	2	3	4
11. I am involved in groups and/or clubs.	1	2	3	4
11. I do things that make a difference.	1	2	3	4
12. I enjoy being around other people.	1	2	3	4
13. I respect others.	1	2	3	4
14. I can find someone when I need help.	1	2	3	4
15. I try to work out my problems by talking or writing about them.	1	2	3	4
16. I can work out my problems.	1	2	3	4
17. I can do most things if I tried.	1	2	3	4
18. I understand my mood and feelings.	1	2	3	4
19. I have plans and goals for my future.	1	2	3	4
20. There is a purpose in my life.	1	2	3	4

Program Design- Outreach & Engagement: Monthly Calendars

Monthly calendars were written on a large white board in the activity/dining room.

MARCH ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 10:00 AM Park Activity Frisbee Toss 3:30 pm Bingo	2 10:00 AM Lake Merrit/ Bonsai Garden 3:30pm Writing Group	3 10:00AM 80's Music Appreciation 2:30pm Art Group	4 10:00am Park Walk Aquatic Park
5	6 3:30pm Yoga	7 2:30 House Meeting St Patty's Party 3:30 pm Farmers Market	8 10:00am Park Activity Hoops 3:30 pm Bingo	9 10:00 AM Group Energizer 3:30pm Writing Group	10 10:00AM Music Appreciation 2:30pm Art Group	11 10:00am Park Walk Cesar Chavez Park
12	13 3:30pm Yoga	14 2:30 House Meeting 3:30 pm Farmers Market	15 10:00am Park Activity Soccer 3:30 pm Bingo	16 10:00 AM Group Energizer 3:30pm Writing Group	17 10:00AM Music Appreciation 2:30pm Art Group	18 10am Park Walk Inspiration Point
19	20 3:30pm Yoga	21 2:30 House Meeting 3:30 pm Farmers Market	22 10:00am Park Activity 3:30 pm Bingo	23 10:00 AM Group Energizer 3:30pm Writing Group	24 10:00AM Rock Music Appreciation 2:30pm Art Group	25 12:30 PM Park Walk Cesar Chavez Park
26	27 3:30pm Yoga	28 2:30 House Meeting 3:30 pm Farmers Market	29 10:00am Park Activity 3:30 pm Bingo	30 10:00 AM Group Energizer 3:30pm Writing Group		

Program Design- Outreach & Engagement: House Meeting

House Meetings are held weekly for all residents and one staff member to plan activities, address house rules, activity reflections, and attend to other facility wide needs. Example:

HOUSE MEETING AGENDA

3/17/15

Announcements: Activity Coordinator will be out on Friday, Art Group (Update)

Writing Group Volunteers Return!

Birthday Celebrations this month:

Thank Residents for smoking in designated area.

Personal Bios- Writing bios based on our experiences before living at residency.

Using internet: Appropriate content & how to protect computers from spyware/viruses.

Easter Sunday (April 5th)

Food Menu- Resident Input

1. _____
2. _____
3. _____

Van Outings/ Walks

Farmers Market

Not shopping for sweets, shopping for fresh produce that we can eat as snacks or include in meals (artichokes, asparagus, carrots, mushrooms, and avocados).

Park Outing on Saturday @ Inspiration Point/ Tilden Park (Take head count)

Next month- Japantown, San Francisco for the Cherry Blossom Festival.

Volunteering- Show of hands: Who is interested? Somewhat interested? Not interested?

Raffle & St Patrick's Day Cupcakes

Program Strategies: Activities

SOCIAL ENERGIZERS

These groups focus on social interaction, team building, and problem solving. These types of groups are typically offered through interactive games, interactive art, storytelling, and short presentations.

HAVE YOU EVER...

(45 min set up; 30 min group)

Goal: To evoke thoughts, feelings, and curiosity towards past individual and group experiences.

Step 1: Create a playing field using chalk by drawing fifteen rows on the ground.

Step 2: Line up participants on one side of playing field.

Step 3: Ask “have you ever” questions. If the participant has had that experience, they move one step forward, if they have not, they move one step backwards.

Step 4: At the end of the game, ask participants to reflect on experience (i.e. thoughts and feelings during the game, curiosity towards other participants, desire to share past experiences).

1. Been discriminated against because of your race, gender, religion, sexual orientation, and/or disability?
2. Put the needs of others in front of your own needs?
3. Volunteered in the last several months?
4. Been told by your parents that you are special and important to them?
5. Broken a bone?
6. Danced in the street because you were so happy?
7. Cried while watching the news?
8. Met someone famous?
9. Loaned something to someone and they never gave it back?
10. Dated someone from another race, culture or religion?
11. Quit smoking?
12. Won something worth more than \$100.

13. Wrote a poem that was not for a school assignment.
14. Donated blood?
15. Voted during an election?
16. Taken a negative situation and turned it into something positive?
17. Been in a theatrical play?
18. Drastically changed your looks?
19. Cooked for more than 20 people?
20. Done something that made you feel uncomfortable?
21. Been in a state of emergency during a natural disaster?
22. Saved a love letter from an ex-girlfriend/boyfriend?
23. Thrown you a surprise birthday party?
24. Gone to a place where found yourself in a culture shock?
25. Been pressured into doing something that ended up hurting yourself or someone else?

“MY LUCKY CHARM”

(20 min set up; 15 min group)

Goal: To deepen the exploration of meaning behind what participants have in their life.

Step 1: Ask participants to bring in one meaningful item from their room (or home) to present to the group.

Step 2: Ask participants to present their item to the group. Provide questions to the participants in order to facilitate the presentation.

- “What is the function of this item?”
- “Tell us two things that you like most about this item.”
- “Tell us if this item has any special meaning for you”

Step 3: Direct the group’s attention to the shapes drawn on the ground or posted on the walls. These shapes are a star, rainbow, horseshoe, pot of gold, crescent moon, sun, heart, and clover.

Step 4: Inform the group to stand next to the shape that reminds them most about the item they brought to group.

Step 5: Ask participants to share with the group what shape they stood by and explain how the shape resembles their item.

Step 6: Close the group by explaining how this activity attaches additional meaning to the item they brought and how this activity can be useful towards deepening the meaning of multiple areas of their life.



EMOTIONAL STORYTELLING

(20 min set up; 20 min group)

Goal: To strengthen participant's emotional awareness and expression.

Steps: Before the activity, the activity leader writes down one emotion on separate small pieces of paper. These emotions can be curious, jealous, irritated, uncomfortable, relieved, vulnerable, uncertain, proud, anxious, hurt, optimistic, love, and thankful. When the activity starts, ask each participant to draw one emotion from a box without looking. Once each participant draws a card, instruct participants to look at their card. Then instruct participants to listen to story read by the group leader and think about the emotion card while they hear the story. At the end of the story, each participant is instructed to reflect on the story through the emotion that was written on their card. You can read more short stories and have participants draw different cards for each story.

Emotional Story Example: Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to help drain the fluid from his lungs. His bed was next to the room's only window.

The other man had to spend all his time flat on his back. The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, where they had been on vacation.

And every afternoon when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed began to live for those one-hour periods where his world would be broadened and enlivened by all the activity and color of the world outside.

The window overlooked a park with a lovely lake. Ducks and swans played on the water while children sailed their model boats. Young lovers walked arm in arm amidst flowers of every color of the rainbow. Grand old trees graced the landscape, and a fine view of the city skyline could be seen in the distance.

As the man by the window described all this in exquisite detail, the man on the other side of the room would close his eyes and imagine the picturesque scene.

One warm afternoon the man by the window described a parade passing by. Although the other man couldn't hear the band - he could see it in his mind's eye as the gentleman by the window portrayed it with descriptive words. Days and weeks passed.

One morning, the day nurse arrived to bring water for their baths only to find the lifeless body of the man by the window, who had died peacefully in his sleep. She was saddened and called the hospital attendants to take the body away. As soon as it seemed appropriate, the other man asked if he could be moved next to the window. The nurse was happy to make the switch, and after making sure he was comfortable, she left him alone.

Slowly, painfully, he propped himself up on one elbow to take his first look at the world outside. Finally, he would have the joy of seeing it for himself.

He strained to slowly turn to look out the window beside the bed. It faced a blank wall. The man asked the nurse what could have compelled his deceased roommate who had described such wonderful things outside this window. The nurse responded that the man was blind and could not even see the wall.

She said, "Perhaps he just wanted to encourage you."

THE ART DIRECTOR

(20 min set up; 45 min group)

Goal: To strengthen leadership skills, task management skills, creativity, and abstract thinking.

Step 1: Search and print out art under the search “simple/easy art landscape”

Step 2: Partner up group into twos

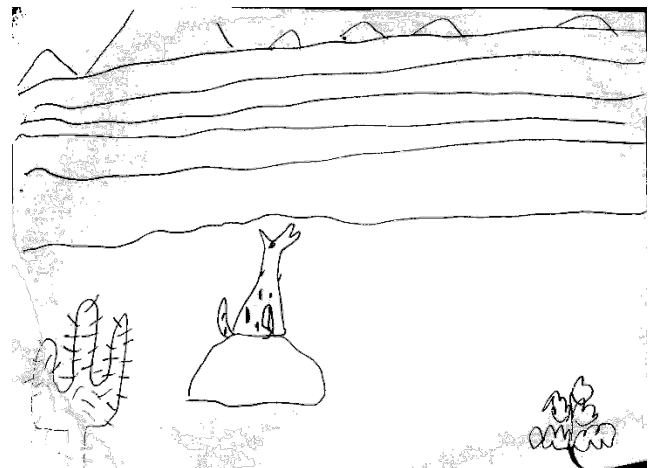
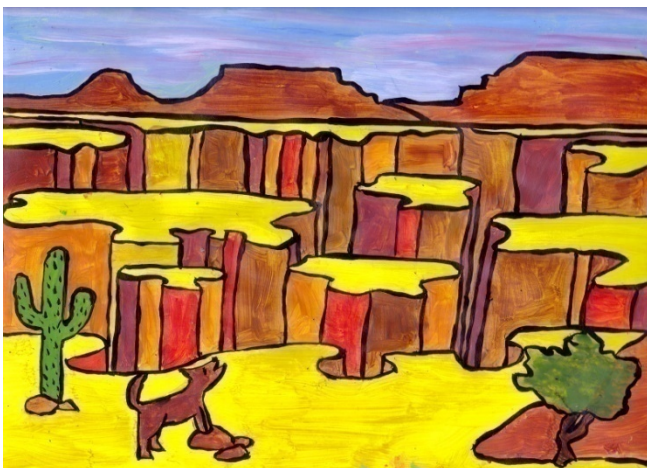
Step 3: Give art to each group leader

Step 4: Group leader describes the details of the art to their partner

Step 5: The group partner has to recreate the art work without looking at the original. Give ten minutes.

Step 6: After the time is up. Have the leader and their partner compare the original with the recreation.

Step 7: Switch roles in the group and repeat steps 3-6.



INFLUENTIAL PEOPLE WRITING EXERCISE

(25 min set up; 30 min group)

Goal: To express one's own ideas, views, and compassions in relationship to famous people.

Step 1: Search and print pictures of famous influential people or characters (i.e. Bruce Lee, Albert Einstein, Martin Luther King Jr., Leonardo DeVinci, and a superhero)

Step 2: Have participants select a one of those pictures as who they find influential.

Step 3: Have participants answer a set of questions about that person or character. For example:

1. Why did you pick this picture?
2. How was or is this person or character significant to people?
3. What does this person or character say about you?
4. What are some of your ideas, views, or compassions that are similar to this person's ideas, views, or compassions?

TERMINOLOGY ENERGIZER
(10 min set up; 20 min group)

Goals: To conceptualize important terminology as it relates to individual experience and recognize the diversity of responses from the group through identifying values and relating to others.

Step 1: Taking a large poster paper or a large white board, write 4 vocabulary words/phrases on each corner (i.e. wellness, reminisce, humanity, equality, free speech, celebrate, hope, love, tranquility, etc.).

Step 2: Pass around markers to the participants and ask them to think about what each word means to them. Inform participants that they can choose from a variety of ways to define the words (i.e. draw a picture, write an example, describe a personal experience, talk about issues/barriers, demonstrate how you come in contact with the concept, etc.).

Step 3: Invite the participants to write down their responses on the poster or white board until every participant has put something down under each word.

Step 4: Gather participants around the poster or white board and ask them to observe all the responses.

Step 5: Elicit observations by asking the residents to comment on responses that they did not write but they can relate to. Another prompt to give is to ask participants to identify the values or meaning behind other participant's responses. Perhaps the leader could start off with an observation in order to elicit participant responses.

BONDING TALENTS TOGETHER

(15 min set up; 45 min group)

Goal: To increase awareness of self and others in regards to personal accomplishments, hobbies, talents, and beliefs.

Step 1: Conduct a group discussion about personal talents and take down notes about the participants' responses. Ask participants questions such as:

- What are your greatest accomplishments?
- Who is the most influential person in your life? How did they impact your life?
- How do you live out your values and beliefs?
- What are your greatest assets or strengths?

Step 2: Summarize and reflect notes with the group, ask for clarification or more information if necessary.

Step 3: Ask each participant to select five things about themselves the summary.

Step 3: Have participants write down those five things on post-it notes (colorful paper is better).

Step 4: Take a long piece of yarn and have participants latch their paper on to the yarn by folding over the sticky side to the back of the post-it.

5: Hang the chain up on the wall or ceiling.



AMERICAN COLLAGE

(10 min set up, 35 min group)

Goal: To reconnect and broaden participants with American culture and history.

Step 1: Provide participants with the list of instructions, seen below.

Step 2: Participants choose items from the list and create a collage using paper, markers, and magazines if available.

Step 3: When the participants have completed their collage, have the participants share their collage with the group reflecting on the items the selected.

List

Draw 2 American symbols

Write 3 personal liberties

Draw or write 5 American foods

Write the names of 3 famous Americans

Write or draw 2 American monuments or historical sites

Write 1 historical American event

Write or draw 3 states that you've been to

Write or draw something from 3 American sports

Draw 2 state flowers and/or 2 wild animals in America

Write or design the logo for 2 famous American companies

COMIC STRIP WRITING

(30 min set up; 30 min group)

Goal: To use creative expression in order to strengthen abstract thinking skills and social interaction.

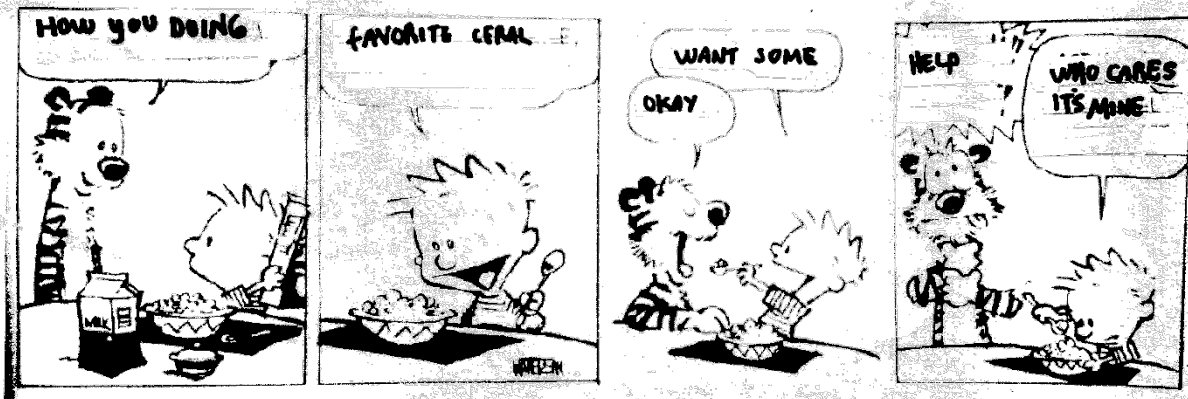
Step 1: Download comic strips from the internet and print them on to paper.

Step 2: White out the words in the comic strips.

Step 3: Hand out comic strips to participants and have them rewrite the comic strips.

Step 4: Have participants share their complete work with each other.

Step 5: Facilitate group discussion about each participant's project (i.e. creative process, project take-away)



4 SQUARES – CATEGORIES

(10 min set up; 20 min group)

Activity Goal: For participants to identify and appreciate each other's commonalities and variances in interests.

Step 1: Draw 4 large squares on the ground that is large enough to fit several people inside. Another option is to post four sheets of paper on each corner of the room.

Step 2: Label each box or sheet of paper with a different letter (A, B, C, D).

Step 3: Ask the group a closed-ended question about their interests and present four possible responses. For example, "What is your favorite season of the year?". "A- Winter, B- Spring, C- Summer, or D- Fall". Or "Who is your favorite superhero?". "A-Superman, B- Batman, C- Wolverine, D- Spiderman".

Step 4: When each participant stands in the area according to the answers, ask a couple participants to share with the rest of the group more about their answer. For participants that did not choose a response given in the question, have them share with the rest of the group what response they would have chosen and encourage them to share that interest more in detail.

SHARING PERSPECTIVES

(10 min set up; 30 min group)

Goals: To conceptualize important terminology as it relates to individual experience and recognize the diversity of responses from the group through identifying values and relating to others.

Step 1: Taking a large poster paper or a large white board, write 4 vocabulary words/phrases on each corner (i.e. wellness, reminisce, humanity, equality, free speech, celebrate, hope, love, tranquility, etc.).

Step 2: Pass around markers to the participants and ask them to think about what each word means to them. Inform participants that they can choose from a variety of ways to define the words (i.e. draw a picture, write an example, describe a personal experience, talk about issues/barriers, demonstrate how you come in contact with the concept, etc.).

Step 3: Invite the participants to write down their responses on the poster or white board until every participant has put something down under each word.

Step 4: Gather participants around the poster or white board and ask them to observe all the responses.

Step 5: Elicit observations by asking the residents to comment on responses that they did not write but they can relate to. Another prompt to give is to ask participants to identify the values or meaning behind other participant's responses. Perhaps the leader could start off with an observation in order to elicit participant responses.

AGREE OR DISAGREE GAME

(30 min set up; 25 min group)

Goal: To strengthen participants' analytic skills and awareness of group diversity.

Steps: Give participants a flash card that on one side says Agree/True and the other side says Disagree/False. Hand out a playing card to each participant that lists various statements. For each turn, one participant reads off one statement and the rest of the group has to decide if they agree/disagree with the statement or if they feel the statement is true or false. After making a decision, the participant places their answer face up underneath a sheet of paper, concealing it from the reader. When all the participants have concealed their answer, the reader has to predict how many participants agreed/disagreed or found the statement to be true or false. When the reader announces their prediction, each participant reveals their answer. For every prediction the reader got right, they receive one token or point. For example, if there was a group of five and the reader predicted there would be 3 people that agreed with the statement, but only 2 actually agreed, then the reader would receive 2 points. Each participant takes one turn being the reader each round. The reader does not count their own answer. Winners can be announced after each round, after a set of rounds, or when a participant reaches a certain point total.

Example of playing card

AGREE OR DISAGREE

- 🍏 Never talk about politics or religion.
- 🍏 Everyone is basically good.
- 🍏 People should be able to criticize the government.
- 🍏 Beauty is a matter of personal preference.
- 🍏 Personality is more important than beauty.
- 🍏 Love can last forever.
- 🍏 Marijuana should be illegal.
- 🍏 I can live without technology.
- 🍏 People from different races think differently.
- 🍏 Children should be seen not heard.

- 🍏 Dogs are better than cats.
- 🍏 You cannot love a thing without wanting to fight for it.
- 🍏 I like to live where it's cold.
- 🍏 I would rather have the ability to see into the future than change the past.
- 🍏 I think a vacation to the beach is better than a vacation to the mountains.

TRUE OR FALSE

- 🍏 Coca-cola used to contain cocaine
- 🍏 The Marlboro Man died of lung cancer.
- 🍏 Large kangaroos can cover over 60 feet in one jump.
- 🍏 Eating too many carrots can cause a person to turn orange.
- 🍏 Nevada has a highway specifically designed for UFO landings.
- 🍏 Your tongue senses different tastes in different areas
- 🍏 You lose most of your body heat through your head
- 🍏 Tiny invertebrates called water bears can survive in outer space
- 🍏 The California flag was the result of a mistake; it was supposed to feature a pear
- 🍏 Many dinosaurs had feather-like growths on their skin
- 🍏 Oxygenated blood is red; deoxygenated blood is blue
- 🍏 Neil Armstrong was the first man to walk on the surface on the moon
- 🍏 A dog's mouth is cleaner than a human's
- 🍏 Toilet water flushes in the opposite direction in Australia.
- 🍏 The Great Wall of China is visible from space.
- 🍏 Napoleon was short.
- 🍏 Do not wake someone who is sleepwalking.
- 🍏 Humans and dinosaurs coexisted.

WHO OR WHERE AM I

(45 min set up; 30 min group)

Goal: To generate interest in famous people and places, identify fun facts and history about them.

Step 1: Search and print out pictures of famous characters, people, and places.

(i.e. Golden Gate bridge, Bugs Bunny, Marilyn Monroe, Mona Lisa, Las Vegas)

Step 2: Write down 4 facts or identifiers on each picture.

Step 3: Hand out pictures to participants and instruct them not to show their group member.

Step 4: Take turns by reading off the facts or identifiers and have the rest of the group guess the person, character, or location. Participants can add facts and identifiers if they want.

DID YOU KNOW? TOP 5
(15 min set up, 25 min group)

Goal: To strengthen cognitive skills and social skills through guessing games.

Step 1: Search and print out list under the search "Family Feud Lists".

Step 2: Read off questions to the group and have them guess top five items on the list.

BRAIN TEASERS
(15 min set up, 25 min group)

Goal: To strengthen cognitive skills and problem solving skills through picture puzzles.

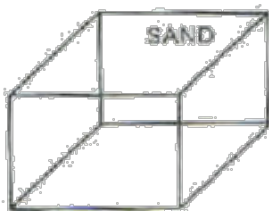
Step 1: Search and print out picture puzzles under the search brain teasers.

Step 2: Look through the puzzles and determine the level of difficulty to have participants work through.

Step 3: Lead a group or pair up with a participant individually in order to solve the picture puzzles.

BRAIN TEASERS

1.



2.

MAN
BOARD

3. STAND
I

4.

|R|E|A|D|I|N|G|

5.

WEAR
LONG

6.

R
ROAD
A
D

ART CLASSES TEMPLATE ART

(45 min set up; 120 min group)

Goal: To have participants with various art skills work together on a group project and strengthen social interaction and planning skills.

Steps: Research a template of a famous painting online, i.e. template of Van Gogh Starry Night.

Enlarge the template to a large poster size. This can be challenging, but possible if the facilitator knows how to crop and enlarge pictures.

Bring a sleeve of color construction paper, scissors, glue.

Have participants cut out shapes out of the color construction paper and paste the shapes into the patterns of the template.

This activity could take 2 hours to complete, so the project may take a couple groups.



“STAINED” GLASS ART

(25 min set up; 45 min group)

Goal: To enhance artistic expression through tracing and coloring design on plastic sheet protectors.

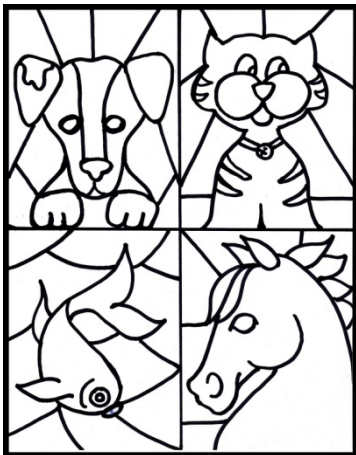
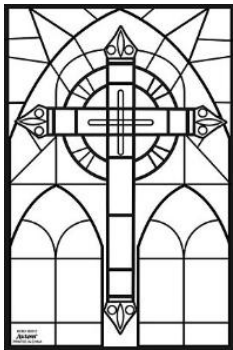
Step 1: Search and print out art under the search “stained glass template”.

Step 2: Participants select a design for their project.

Step 3: Put designs inside plastic sheet protectors.

Step 4: Trace and color design using permanent makers, i.e. Sharpie

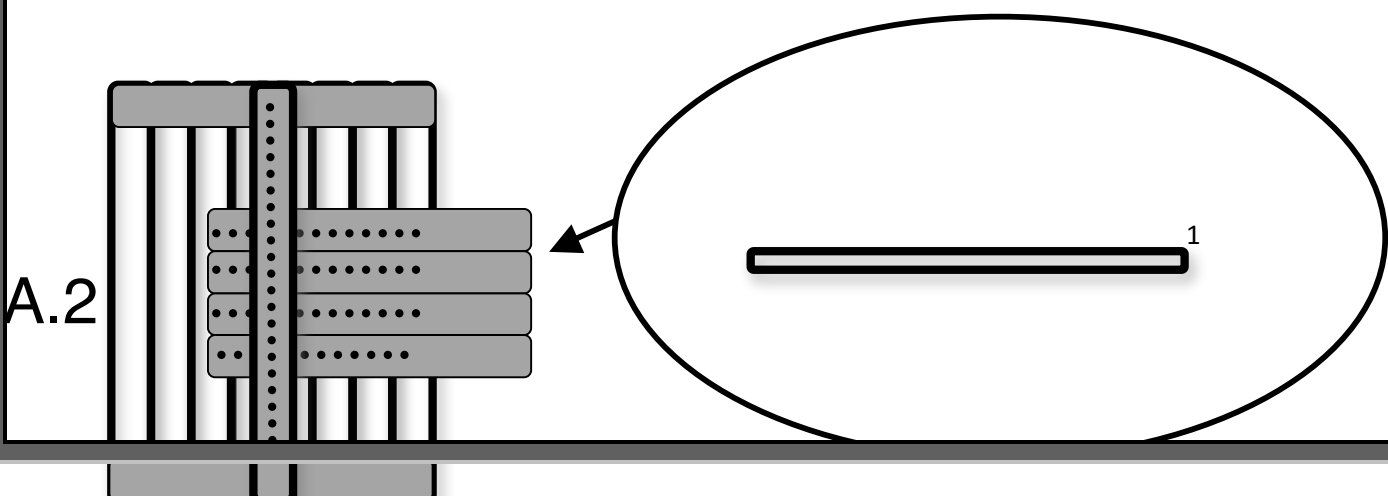
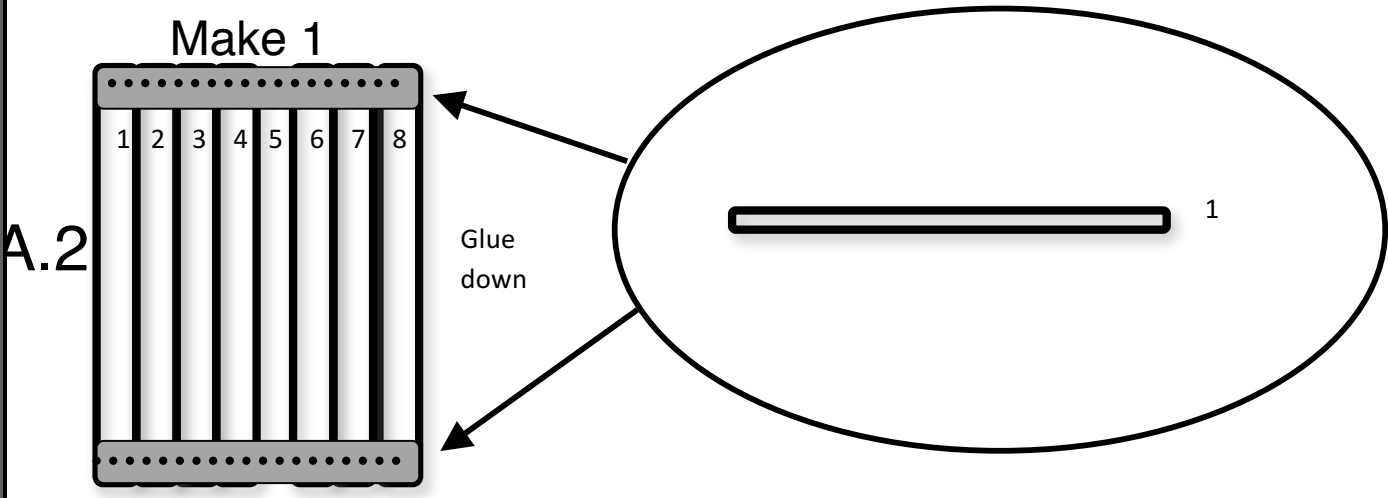
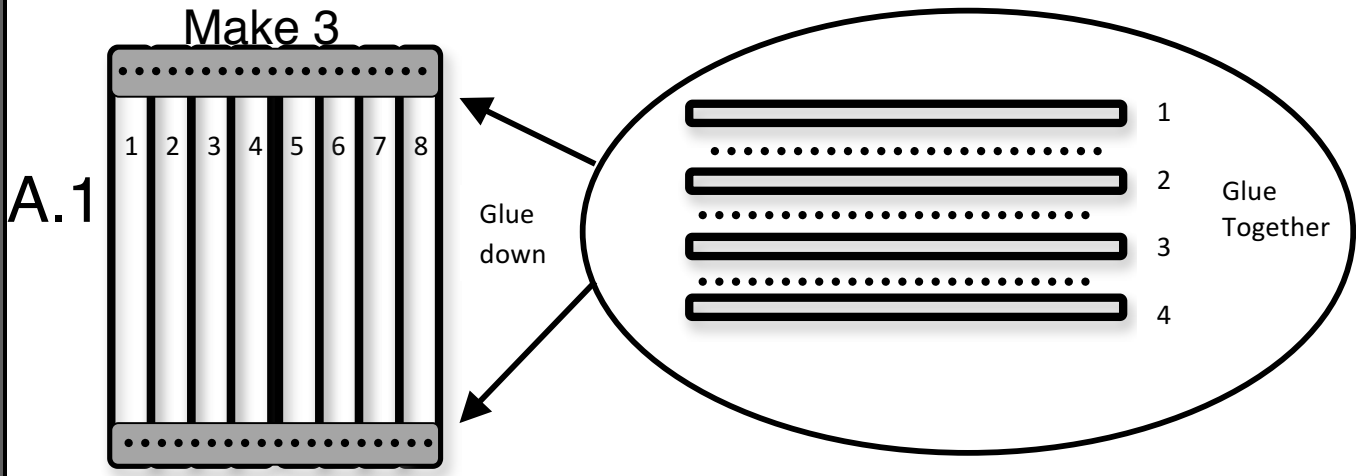
Step 5: Remove design from sheet protector and tape on window.

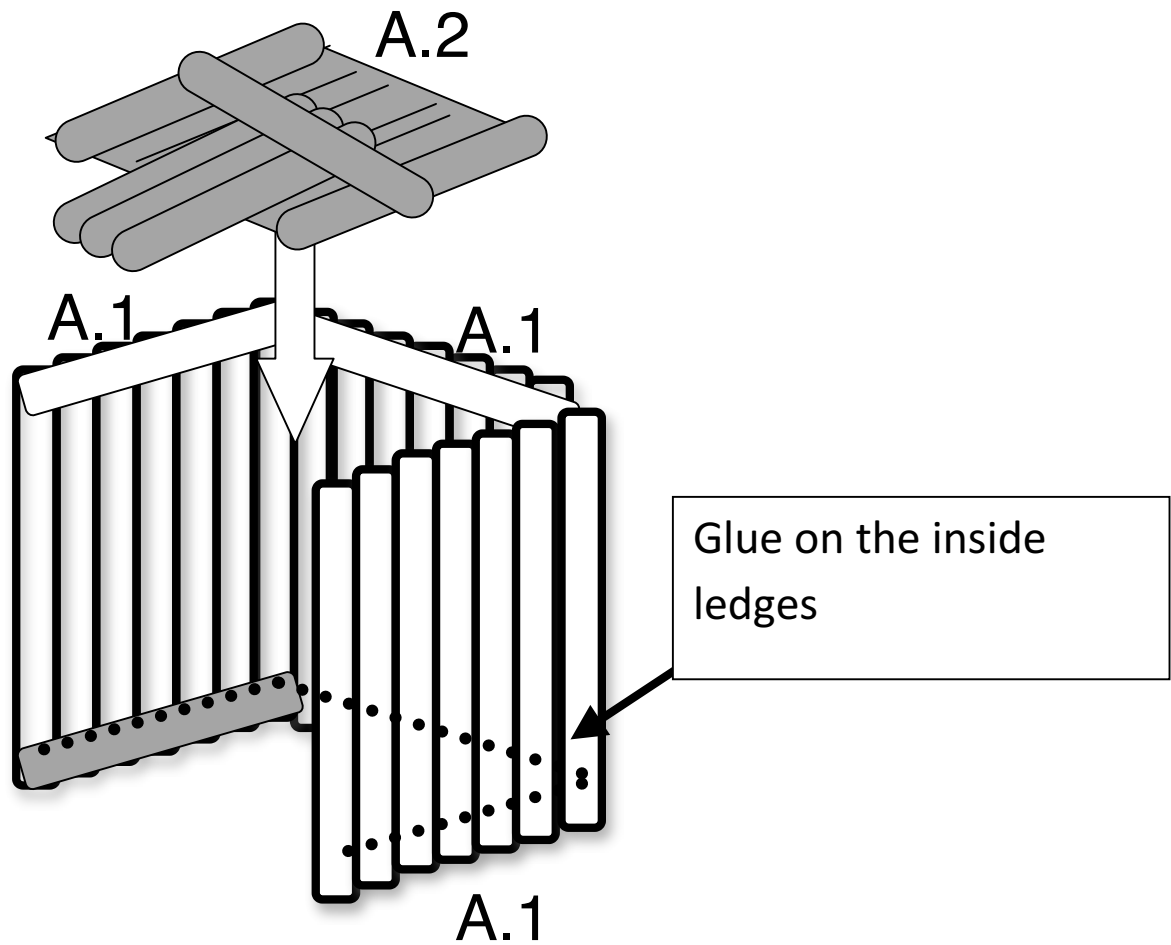


BIRDHOUSE

(5 groups, 60 mins each)

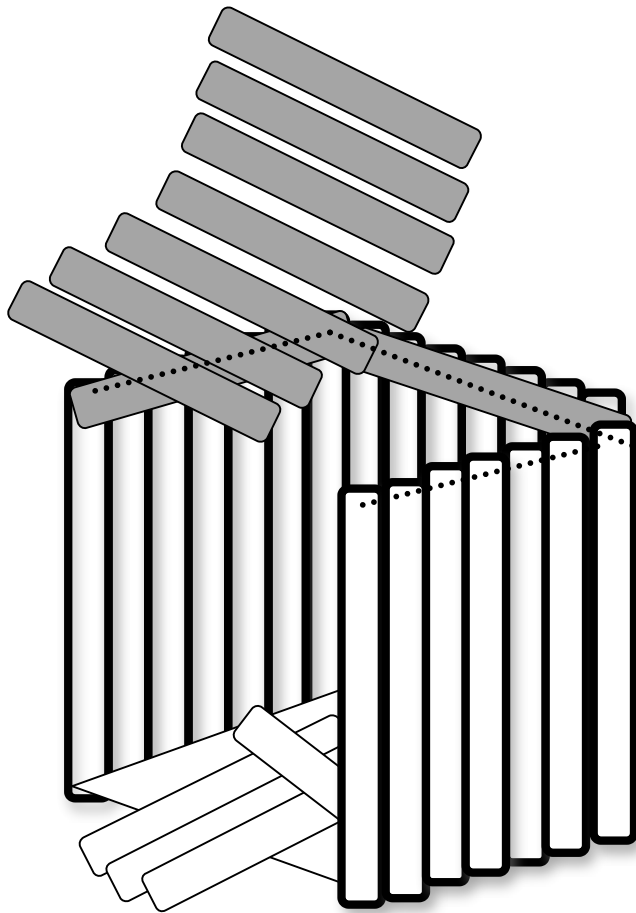
Goal: To place high expectations on the participants by constructing birdhouses using Popsicle sticks.





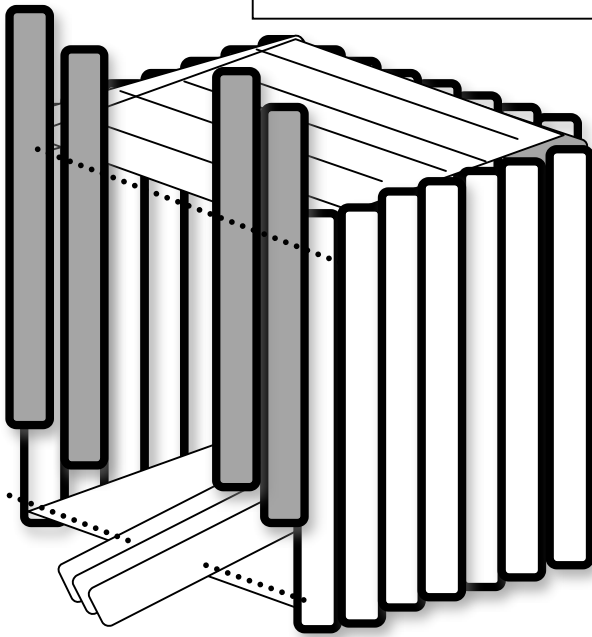
Glue on the inside ledges

Recommend using thick books to prop up the sides.

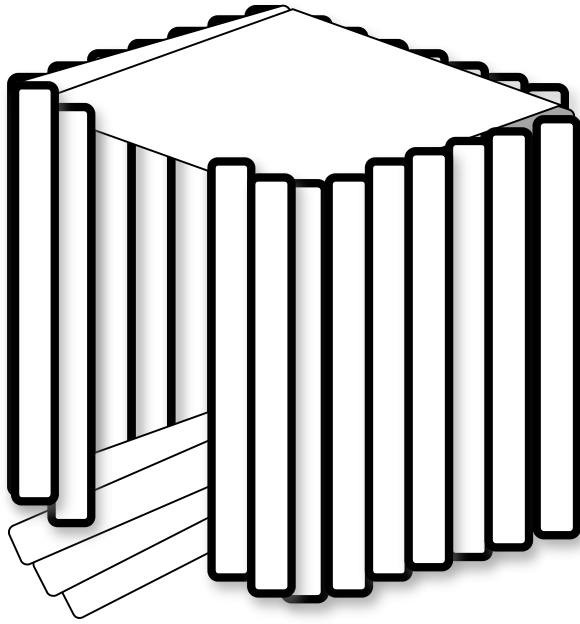


Glue down individual strips along the top of the box.

Glue down a couple sticks
on the front two sides of
the birdhouse



Paint boxes after the
glue dries and prop
or hang outside.



FACILITY GARDEN

Goals: To build participants' gardening awareness through gardening chores, aromatherapy, meal/snack preparation, nutritional values, and art activities.

Gardening Chores: Create a gardening schedule and post it in the facility in order for the residents to follow. Assign chores if needed.

SUNDAY	MONDAY	TUESDAY	WED	THURSDAY	FRIDAY	SATURDAY
<ul style="list-style-type: none"> • WATER • SPRAY/ CLEAN LEAVES 	<ul style="list-style-type: none"> • PULL WEEDS/ DEAD LEAVES • PICK GARDEN 	<ul style="list-style-type: none"> • WATER • SPRAY/ CLEAN LEAVES 	REST	<ul style="list-style-type: none"> • WATER • SPRAY/ CLEAN LEAVES 	<ul style="list-style-type: none"> • PULL WEEDS/ DEAD LEAVES • PICK GARDEN 	<ul style="list-style-type: none"> • WATER • SPRAY/ CLEAN LEAVES

Aromatherapy: Plant herbs and flowers into the garden. These crops can be used for aromatherapy groups. While the participants pass around the herbs and pick up the scents, the group leader can explain the health benefits and usage of each herb.

Meal/Snack Preparation: The crops picked from the garden are prepared with participants to make snacks or side dishes.

Nutritional Values: In addition to facilitating aromatherapy groups and teaching about the crops nutritional values, there can be other activities to teach nutritional values. For example, a group can do an exercise where participants match crops to areas in our body that need the nutrition. The group can discuss how our body parts function and how these crops provide health benefits to these parts of our body.



Art Activities: Gardens are an area that can use decorations, which are great for art projects. For example, groups can make a picket fence, decorative rocks, reflective streamers, or paint on the side of the garden beds. There are stencils that can be printed online using cardstock and cut out with a utility knife in order for the participants to use for painting guides, if needed. There are devices that can be purchased that also cut stencils.



PHOTO SCAVENGER HUNT

(20 min set up; 25 min group)

Goal: To increase community awareness, socialization, physical health, and photography skills.

Step 1: Create a scavenger list or a theme (i.e. flowers, classic cars,)

Step 2: Walk around neighborhood as a group and locate items that are on the scavenger list.

Step 3: Take photo of the item.

PHOTO SCAVENGER HUNT LISTS	
<ol style="list-style-type: none"> 1. Educational 2. Important for survival 3. Luxurious 4. Panoramic 5. Vibrant 6. Rare 7. Emotional 8. Good for the community 9. Prickly 10. Soft 	<ol style="list-style-type: none"> 1. A fourth of July decoration 2. A pinwheel 3. A convertible 4. Berries 5. Clothesline 6. Umbrella 7. Hammock or rocking chair 8. Barbeque or grill 9. Baseball merchandise 10. Something fun!
<ol style="list-style-type: none"> 1. Sports Team Logo 2. A brick or stone walkway 3. A toy or equipment for a game 4. For sale or rent 5. Reminiscent of springtime 6. Art 7. A flag or banner 8. A mosaic window 9. A squirrel 10. Comes in pairs 	<ol style="list-style-type: none"> 1. A kite 2. A boat 3. A sign about wildlife 4. San Francisco Bay 5. Berkeley Hills 6. A trail split 7. A herb plant 8. Art or sculpture 9. Anything you like 10. Anything you like
<ol style="list-style-type: none"> 1. A bicycle 2. A mail box 3. Wind Chimes 4. A playground 5. A sign that's not street sign 6. Multi-colored 7. Cute/ Adorable 8. Tools 9. A dream home 10. Out of style/ Old-fashioned 	<ol style="list-style-type: none"> 1. Close up picture 2. Sun piercing through a tree 3. Panoramic shot 4. Take a 3D picture 5. A long vine 6. A natural design 7. A crafted chair, table, or bench 8. Golden State Warriors merchandise 9. A statue 10. Fruit tree

PHOTO SCAVENGER HUNT EXAMPLES



Important for survival (Earth)



Rare (Dragons)

Educational (Library)



Emotional (Pet Shelter)



Panoramic (Wall Mural)



MUSIC APPRECIATION

(25 min set up; 60 min group)

Goal: To promote social interaction and expression of self through musical records.

Materials: Computer or smart phone, internet, and speakers.

Step 1: Develop a playlist from youtube, Pandora, or other music streaming websites. The playlist can be theme oriented (girl bands, 80's music, chill out music, holiday, spiritual) or genre based (Hip-Hop, Pop, Rock).

Step 2: Play through the mix of music, pausing in between the songs to have a short discussion. Topics for conversations could include:

- Share a memory related to this song.
- Describe what you think this song is about or how it felt for you.
- Discuss with a partner three things you enjoyed about the song.
- What were some of the instruments or lyrics you heard in the song?

Step 3: When the facilitator's playlist has ended, open the floor to the participants to request songs that they would like to play to add to the playlist. Then the facilitator can look up the song(s) on youtube and play them in the group.

Option: Have participants create a playlist for the group. This is a questionnaire that could be used to create a playlist.

1. What was your very first album you ever bought and what was your favorite song from that album?
2. What was your favorite concert and what was one of your favorite songs?
3. What kind of music did your parents introduce you to and what was a song that you enjoyed of theirs?
4. What is a song that you memorized most or all of the lyrics?
5. What is your favorite kind of music and what is one of your favorite songs within that genre?
6. What is a song that you like that would come to a surprise to other people?

7. What is your favorite musical instrument and what is a song or musician that played it the best?
8. Who do you think has the best singing voice and what is their best song?
9. Write down three songs that you would like on your playlist.

Spiritual	Rock Music	Live Music	Cover Songs
Mongolian Throat Singing	Queen- "A Kind of Magic"	Peter Gabriel "Solsbury Hill"	Michael Buble "Feeling Good"
Flamenco Arabic Gipsy	Led Zeppelin- "All of My Love"	The Grateful Dead "St. Stephen"	Ray Charles "Hit The Road Jack"
Hare Krishna Mantra	ZZ Top – "Sharp Dressed Man"	Queen "We Are the Champions"	Los Lobos "La Bamba"
Aboriginal Didgeridoo	The Beatles- "Here Comes the Sun"	The Moody Blues "Nights and White Satin"	Israel "IZ"
Gospel Choir	Elvis –"Hound Dog"	The Moody Blues "Nights and White Satin"	"Somewhere Over the Rainbow"
Native American Pow Wow or Flute		Beatles "I Want To Hold Your Hand"	The Animals "The House of the Rising Sun"
Buddhist Mantra		Jimi Hendrix "Foxy Lady"	Whitney Houston "I Will Always Love You"
Rastafarian Reggae		Tina Turner "The Best"	
Gregorian Chant			
African Tribal			

70's Music	80's Pop	Reggae	Female Groups
Steve Miller- "Jungle Love" Led Zeppelin- "Fool in the Rain" Chicago "25 or 6 to 4" KISS "I Was Made For Lovin' You" Linda Rodstadt "Poor Poor Pitiful Me" Kansas "Dust in the Wind" Frank Zappa "Cosmik Debris"	Madonna "Open Your Heart" Genesis "Land of Confusion" USA for Africa "We Are The World" Kenny Loggins "Danger Zone" Van Halen "Jump"	Bob Marley "Iron Lion Zion" Gyptian "Hold You" Ziggy Marley "Tomorrow People" Inner Circle "Sweat" UB40 "Can't Help Falling In Love" Peter Tosh "Johnny Be Good"	Abba- "Take A Chance On Me" Diana Ross & The Supremes – "Someday We'll Be Together" Heart – "Crazy On You" Destiny's Child – "Survivor"
American Folk	Jam Bands	Ballads	Hip-Hop
Jimmy Rogers "Blue Yodel No 1" Leadbelly "Gallows Pole" The Tarriers "The Banana Boat Song" Joan Baez "With God on Our Side" Peter, Paul, & Mary "Blowing in the Wind"	Robert Randolph "Soul Refreshing" Trombone Shorty "Do To Me" Santana "One of These Days" Phish "Weekapaug Groove" Herbie Hancock "Hang Up Your Hang Ups"	Eric Clapton "Tears In Heaven" Savage Garden "Truly Madly Deeply" Seal "Kiss From a Rose" Whitney Houston & Maria Carey "When You Believe"	Goodie Mob feat Outkast- "Black Ice" Coolio ft 40 Thevz – "C U When U Get There" Common ft Jill Scott – "I am Music" The Roots ft Erykah Badu – "You Got Me" Missy Elliot – "Gossip Folks"
Instrumental	Electronic Music		
Walter Murphy "Fifth of Beethoven" ELO "Fire On High" The Allman Brothers "Jessica" Eric Johnson "Cliffs Of Dover" Dick Dale and the Del Tones "Misirlou" Kenny G "Song Bird"	Daft Punk "Get Lucky" Enigma "Sadeness" Enya "Orinoco Flow" 50 Cent "Ayo Technology" Instrumental Gorillaz "Stylo"		

WRITING GROUP

(45 min group)

Goal: To develop writing skills through meaningful writing exercise that focus on the senses, spirituality, reminiscing, relationships, nature, and emotions.

Steps: Have participants fill out these templates and share with the group.

CONNECTING WITH THE HELPERS

The best way a person can show that they care about me is to _____, _____, and _____.

I can go to someone for help if that person is _____, _____, and _____.

The things I usually need help with are _____, _____, and _____.

The challenge I have asking for help or accepting help is _____.

The greatest reward from receiving help is _____.

The last time I really appreciated someone's help was when _____.

I showed my appreciation to that helper by _____.

I wish that someone who helps me was more _____, because _____.

I wish that someone who helps me would not _____, _____, and _____, because _____.

I enjoy receiving help when the helper _____.

MY DREAM SUMMER VACATION

In the summertime, I like to go to the _____, where I am surrounded by _____ and _____.

_____.

My favorite things I packed are _____, _____, and _____.

I usually wear _____, _____, and _____.

I am greeted by the sounds of _____ and the smell of _____.

I like the touch of _____ on my _____.

My favorite things to do on my trip are _____, _____, and _____.

This trip makes me feel _____.

I am relaxed by _____, _____ and _____.

I spend time to think about _____ and connect with _____.

I avoid or block out _____, and _____.

On my trip, I eat _____ and drink _____.

I share _____ with _____, and in return, I get _____.

When my trip is almost over, I spend time _____, _____, and _____.

When I get back home, I feel _____.

WORDS OF WISDOM

Think like a _____; act like a _____.

A true friend is someone who _____.

Three things you should tell yourself everyday:

- 1.
- 2.
- 3.

Happiness is _____.

Choose _____ over _____.

The world needs more _____, _____,
and _____.

The greatest life lessons come from _____.

Life is better when you're _____.

Treat your body like _____, and get plenty of
_____, _____, and _____.

Peace happens when _____
_____.

The best soul food (comfort food) is _____.

When you need a song or music to cheer you up, play _____.
_____ last(s) forever.

If you feel like giving up on something, think about _____
_____.

Letting go of _____ makes you a better person.

SYMBOLIC CONCEPTS

Pick five themes on the list and create a symbol for each theme. For example - a heart symbolizes love. Explain why you chose that symbol. You could relate a personal story or describe the symbolism.

Love	Growth	Magic
Humanity	Grieving	Phenomenon
Blessing	Forgiveness	Miracle
Hope	Generosity	Death
Faith	Compassion	Music
Strength	Ego	Poetry
Femininity	Deception	Science
Masculinity	Horror	Language
Youth	Sadness	Purity
Naive	Joy	Motivation
Wisdom	Anger	Royalty
Intelligence	Fear	Wealth
Exploration	Imagination	Cohesive
Discovery	God	Unbalanced
Lost	Mother nature	Equality
Troubled	Spirit	Minority
Conflict	Cosmos	Victorious
War	Mantra	Rebellion
Peace	Feng shui	Revolution
Teach	Energy	Refuge
Pray	Flow	Immigrant
Community	Sustainability	Disappear
Beauty	Homeless	Mystery

IN LOVING MEMORY

I remember when I lost my _____ . At the time, I was _____ . My first reaction upon my loss was _____ . I was feeling _____ , _____ , and _____ . I found difficulty in _____ . I put a lot of my energy into _____ .

I had wished that _____ . In hopes of finding peace, I had to _____ . What followed shortly after my loss included _____ and that made me feel _____ .

I reminisced about _____ .

What helped me grieve over my loss then was _____ .

I said my goodbyes when _____ and I can remember saying/thinking _____ .

I still grieve about my loss when _____ and put myself at ease by _____ .

My greatest hope about going through this loss is _____ .

OUTINGS

27 total outings cost around \$275 (parking \$95, gas \$65, public transit \$35, admission tickets \$45, and snacks \$35) which amounts to \$10 an outing, \$3 per person. Similarities in the outings include being local, public events, public parks, and cost effective.

December

- Portrait Photo Shoot by Pixar, Berkeley
- UC Berkeley Concert Series, Berkeley

January

- Berkeley Downtown Library
- Shopping, Emeryville

February

- Lunar New Year, Berkeley
- Aquatic Park (Disc Golf), Berkeley
- Super Cinema, Berkeley Downtown Library
- Rabbit House Society, Richmond
- Black History Month Celebration at Berkeley Mental Health

March

- Tilden Park, Berkeley
- Bonsai Garden/Lake Merritt, Oakland
- Cesar Chavez Park (Twice), Berkeley

April

- CalDay/ UC Berkeley Botanical Garden
- Cherry Blossom Festival, San Francisco

May

- Cesar Chavez Park, Berkeley
- Thrift Store Shopping, Berkeley
- Berkeley Downtown Library

June

- Jelly Belly Factory, Fairfield
- World Music Festival, Berkeley
- G.S. Warriors Parade, Oakland
- Cesar Chavez Park, Berkeley

July

- World One Festival, El Cerrito
- Community Picnic Day, Berkeley
- Kite Festival, Berkeley

August

- South Berkeley Library
- Oakland Zoo

Program Strategies: Volunteering

VOLUNTEER SKILLS CLASS OUTLINE

Skills Class 1 – (1/28/15 @10:00am)

- Orientation
 - Questions
- Activity - Intake Walkthrough
- Course Overview
- Next Class: Understanding Work Goals

Skills Class 2 – (2/4/15 @ 10:00am)

- Finish up walkthrough and complete intake
- Description and examples of volunteer goals
- Building volunteer goals
 - Support from peers and volunteer coaches
 - Examining current work skills
- Activity – Resume building
- Discussion- Pursuing goals
- Next Class: Support Networks and Resources

Skills Class 3 – (2/11/15 @ 10:00am)

- Finish up with volunteer goals
- Lecture – Connecting with peer support and job coaching
- Activity – “Building a Circle of Support”
- Discussion- Identifying personal needs and the resources for support.
- Next Class: Strengthening work skills

Skills Class 4 – (2/18/15 @ 10:00am)

- Finish up with building support network
- Lecture- How to strengthen work skills
 - Recreate and practice work scenarios

Activity – “Front Desk Worker”

Skills Class 5 – (2/25/15 @ 10:00am)

- Monitoring progress
 - Introduce journals
 - Write journal entry reflecting on “Front Desk Worker” activity

Involvement with BHCS stakeholders

FIELD TEST FLYER

EDUCATIONAL WORKSHOP

Activity Program
Development Strategies:
Adults with Serious Mental Illness
& Social Isolation

Date: Thursday, September 10th

Time: Noon-1:15pm (food, drinks, & raffle)

Location: Ed Roberts Campus
3075 Adeline, Suite 220, Osher A
Berkeley, CA 94703

Free for service providers, family members, and consumers who are within mental health population.

Workshop focuses on how strategies were developed in a Berkeley board and care facility that improved overall well being for adults & older adults with SMI.

Presented by:



Partnered with:



25 seats available

RSVP to Owen @ 510-843-3420 or ocamarco@bfhp.org

Limited BART coupons available upon request

FIELD TEST SURVEY

1. How would you describe your relation to the mental health field?

Client Service Provider Family Member Other_____

2. What were some strategies presented today that you feel have added to your knowledge of supporting adults & older adults with serious mental illness?

3. What strategies would you recommend to support adults & older adults with serious mental illness that could promote socialization and overall wellbeing?

4. Hearing about the challenges and shortcomings of this project's volunteer strategies, what are your comments towards volunteerism and adults/older adults with serious mental illness?

5. How would you rate this presentation overall?

Not informative Somewhat informative Informative Very informative

Effectiveness of Strategies: QUALITATIVE AND QUANTITATIVE DATA

Activities Facilitated	
12/1/15-8/31/15	
House Meetings	34
BINGO	33
Writing Groups	32
Outings	27
Yoga	27
Art Groups	26
Social Activities / Energizers	22
Music Groups	16
Photography Groups, Walks	11
Recreational Sports	4
Farmers Market, Walks	4
Volunteer Skills Classes	2
Volunteer Activities	1

Other	6
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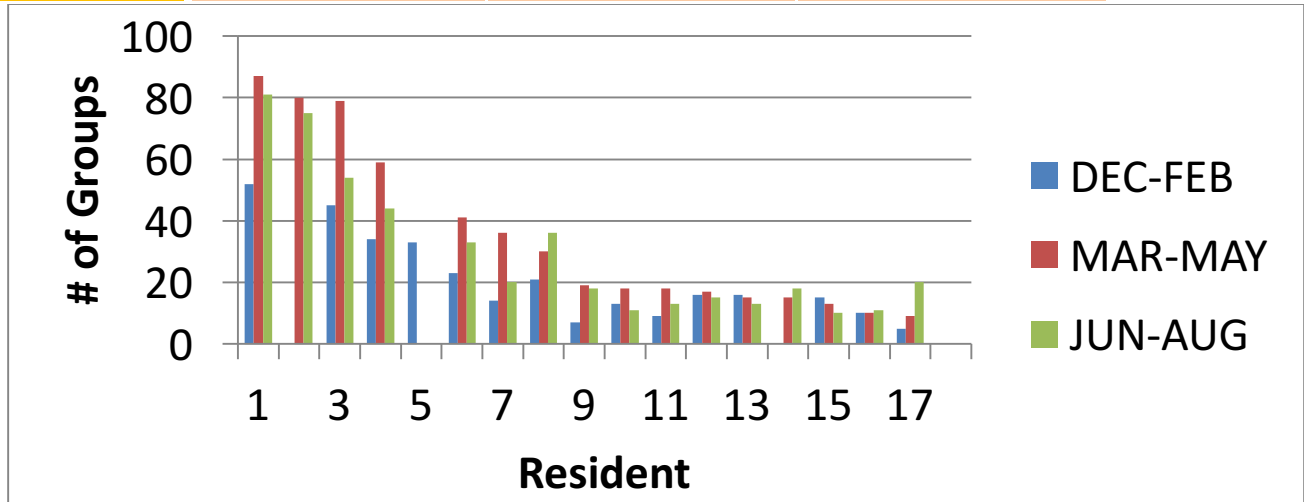
Effectiveness of Strategies: Data- Participation Per Resident

Participant	DEC-FEB (61 total groups)	MAR-MAY (107 total groups)	JUN-AUG (85 total groups)
1	52	87	81
2	N/A	80	75
3	45	79	54
4	34	59	44
5	33	N/A	N/A
6	23	41	33
7	14	36	20
8	21	30	36
9	7	19	18
10	13	18	11
11	9	18	13
12	16	17	15

Totals	
December- February	61
March-May	107
June-August	85
Grand Total	253

13	16	15	13
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14	N/A	15	18
15	15	13	10
16	10	10	11
17	5	9	20



Effectiveness of Strategies: Data- Average Participation Per Activity

Average Participation Out of 16 Participants 12/1/15-8/31/15	
House Meetings	12.3
Music Groups	6.4
BINGO	5.6
Writing Groups	4.8
Social Activities / Energizers	4.3
Art Groups	3.8

Photography Groups, Walks	3.5
Farmers Market, Walks	3.4
Outings	3.2
Volunteer Skills Classes	3
Yoga	2.4
Recreational Sports	2
Volunteer Activities	2

Effectiveness of Strategies: Data- Self-Assessment Questionnaire

Resilience Assets	Participation Total (Out of 253) & Results						
	38	42	44	44	97	178	220
Caring Relationships	-10%	-6%	-5%	0%	+ 5%	-50%	+15%
Placing High Expectations	+25%	-37%	0%	0%	+ 11%	-25%	+25%
Opportunities for Meaningful Participation	+5%	-20%	0%	0%	-10%	-32%	0%
Social Competency	-9%	-8%	0%	0%	-8%	+58%	+17%
Problem Solving Skills	0%	-25%	-13%	0%	+ 12%	+50%	0%
Autonomy	-12%	-13%	0%	0%	0%	+25%	-13%
Sense of a Bright Future	-38%	0%	-12%	0%	-14%	+12%	+15%



MISSION: Our mission is to maximize the recovery, resilience and wellness of all eligible Alameda County residents who are developing or experiencing serious mental health, alcohol or drug concerns.

VISION: We envision communities where all individuals and their families can successfully realize their potential and pursue their dreams, and where stigma and discrimination against those with mental health and/or alcohol and drug issues are remnants of the past.

VALUES: Access, Consumer & Family Empowerment, Best Practices, Health & Wellness, Culturally Responsive, Socially Inclusive.

Alameda County Behavioral Health Care Services

2000 Embarcadero Cove, Suite 400

Oakland, CA 94606

Tel: 510.567.8100, Fax: 510.567.8180

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