

CHOICES



Time: 20 minutes

Materials Needed: Props, choices handout, pens.

Introduction:

This activity can be done with an unlimited amount of people. To add some “spark” the Trainer can make believe they are a Queen/King. “You all belong to my kingdom. Here are the choices you all currently have in your lives. After visiting other kingdom’s your Queen/King has discovered that many people live with much less. So...you must start giving up some choices. And...you don’t get a choice about it! You must give up some choices you currently have or you DIE! It is helpful to have props like a crown and wand. Trainer should rotate around the room while participants do this activity.

Hand out list of choices to all participants. Give them time to review each of the choices listed. Explain that these are basic human rights that we all have, just because we were born. Explain to them that you are going to make them give up some of these rights or use “Kingdom” story. First, they are to draw a single line through three of these rights that they choose to give up. Some people may refuse to participate, but encourage them to do so. Note the total time it takes for everyone to finish, listen to any comments, but do not elaborate. When everyone is finished, tell them to put an “X” through three more rights they choose to give up. Note the time and any comments or discussion. When everyone is done, instruct them to circle three more rights they choose to give up. Note the time and any comments.

Typically, it takes the longest for people to choose the first three rights to give up, as they give up more, it takes them less time to decide. Many will say, “What difference does it make? You’re just going to take everything.” Conduct a large group discussion, pointing out the time differences. Ask them how they felt initially, and then at the end. Did it get easier or more difficult to decide? How did they feel toward the trainer? Repeat any comments or conversations that occurred during the activity. Ask participants to explain the meaning and feeling behind these comments. Point out that many people with developmental disabilities and mental illness lived most of their lives in institutions and did not/do not have these basic human rights. Elaborate on the importance of offering choices and teaching people decision making skills.

CHOICES

- Love and companionship
- Being a unique, special, and individual
- Family, friends, and nurturing support systems
- Health and the full benefits of modern technology
- Opportunity for economic security
- Freedom from threat of injury due to pollution of food, air, water, and the earth
- The opportunity to grow, learn, choose, work, rest, and play
- Solitude when needed
- Space and comfort
- The power to improve one's personal environment
- Justice
- The dignity of risk, joy, and the growth of spirit
- A valued social future
- Freedom from threat of personal injury or neglect

STOP, Go, Caution!



INSTRUCTIONS: Below you will find information about “Ken,” and a list of ten (10) different choices. After you read about “Ken,” decide which of the 10 choices should be either STOP, Go, or Caution and check the appropriate column.

Ken is a bright and capable man. He celebrated his 28th birthday last month. He uses a manual wheelchair because he has Cerebral Palsy and takes medication to control his seizures. He has been working at Meijers for the past year and received an excellent rating on his last performance evaluation. He is living in a licensed group home with five other people.

Check **STOP** if the choice is illegal or dangerous.
 Check **Go** if the choice is not dangerous to Ken or others.
 Check **Caution** if the choice is not illegal or unsafe, but Ken may need some guidance.

Choices:	STOP	Go	Caution
1. Wash his hair first or brush his teeth.			
2. Wear the red shirt or the blue shirt.			
3. To eat dinner with everyone else at the regularly scheduled time or eat later.			
4. To quit his job at Meijers and look for another.			
5. To go to the grocery store alone.			
6. To invite a woman he works with home for dinner.			
7. To take her into his room and shut the door.			
8. To buy beer for his own use in the home.			
9. To get a driver’s license.			
10. To take his own seizure medication.			

Person Centered Planning Party Activity



- Divide the class into four groups. Give each group an activity card with a “party to plan” (wedding, birthday, graduation, and anniversary).
- Trainer can tell them that this does not have to be done for a person with a disability.
- Each group will pick a “focus person” and the party plan should revolve around that person. The cards have instructions for the groups. There is plenty of money and resources to plan the party encourage the groups to plan their “dream party”!
- The groups have 20 minutes to plan their parties and record the party on newsprint using pictures and key words if necessary. Each group will pick a spokesperson and post their newsprint on the wall.
- Trainer will ask each group to present their party to the class.

**** Trainer should save the Surprise Anniversary party presentation for last! ****

Trainer will ask each group some of the following questions after their presentations:

- How many professional staff were present for the planning?
- How many events were held in an office building, Monday – Friday from 8-5?
- How many events had food or drinks?
- How many planning sessions used pictures, graphics, or color when recording?
- How many planning sessions were fun?
- Do you have a good plan? How do you know?
- Was your plan person centered?

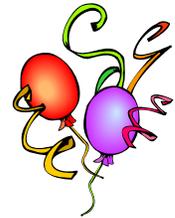
The surprise anniversary party is not a person centered plan! Explain that this is a “set up” to make a point! Then ask the group if it is still a good plan, will people have fun? Then point out that we can have fun at parties and events that we didn’t plan, but, We would want to be involved in our own “Life Plan”!

Materials Needed: Newsprint, markers, activity cards

Time Needed: 30 minutes



21st Birthday Party



Group participants need to assign the following roles: Birthday Boy/Girl, Best Friend, Brothers/Sisters, and assign other roles of the Birthday Boy/Girl's choice.

Plan every detail and record your plans on newsprint with colored markers using words, pictures, etc. The group will need to assign a recorder to keep track of the plans on paper. You will also need to assign a facilitator to lead the discussion etc. If you have any questions about the plan ask the Birthday Boy/Girl for the answers.



Surprise Anniversary Party

Group participants will assign the roles of the people needed to plan a surprise anniversary party for the parents of one of your group members. The group will need a Recorder to put the plans down on newsprint using colored markers. The group will need a Facilitator to lead discussion. All decisions are up to the group to decide.



Graduation Party



Group participants need to assign the following roles: Graduate, Best Friend, Brother/Sister, Parent, and assign other roles to remaining members of the Graduates choice.

Plan every detail of the graduation party that is six months away. The group will need to assign a recorder to keep track of the plans on paper. The group will use newsprint with colored markers to record words, pictures, decorations, etc. on what you want the party to be like. The group should have a facilitator to assist with leading discussion etc. If you have any questions ask the Graduate for the answers.



Wedding



Group participants need to assign the following roles: Bride, Best Friend, Brides Sister, Brides Mother, and assign other roles of the Brides choice to the rest of the group.

Plan every detail of the wedding that is one year away. The group will need to assign a Recorder to keep track of the plans on paper. The group will use newsprint with colored markers to record words, pictures, decorations, clothing, etc. The group should have a facilitator to assist with leading discussion etc. If you have any questions ask the Bride for the answers.

BRINGING PERSON-CENTERED PLANNING HOME

Training Activity

USAGE: Diversity in communication
Understanding Person-Centered Planning
Getting to know each other

MATERIALS/PROPS: Card Stock name tent
Colored markers

This activity is an expansion of the “name tent” introductory activity. It can be used both for having participants introduce themselves at the beginning of class and as an activity for understanding person-centered planning.

1. Have participants write their first name on the name tent and have them DRAW their response to the following statement: Draw one five year goal that you have. (Prompt: Could be a new home, college degree, another child, a new career, etc.)
 - A. Go around the room and have participants introduce themselves by telling the group about their personal goal. This allows for individuals to share something personal about each other and, even when participants know each other well, they are often surprised by their colleagues' goals/dreams.
 - B. Ask the group: “Does anyone know why I had you draw your goal?” Acknowledge the answers. Key point: Many of the people we work with are not written communicators (or readers) and need things expressed visually. We need to get better at expressing ideas using other forms of communication such as drawing in order to help everyone be able to participate in person-centered and other meetings.
2. For Person-Centered Planning:

Use at a point in training when discussing how person-centered teams are formed based on individual preferences and needs. Have participants open up their name tents and write down the names of all of the people they will need to achieve their five-year goal and then why they need them.

When people are done, have a few people share their goal again and tell the group who their “person-centered team” consists of. Afterwards, ask the group (hypothetically) if anyone needed a social worker, physical therapist, speech therapist, MD, psychiatrist, etc. to achieve their goal? Most of the time, no one will have needed these “essential professionals”. The key point is that professionals can't make all goals/dreams come true and shouldn't. Others are needed to achieve the everyday things in life.