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DANI 2023 CURRICULUM REPORT

DANI's mission is to deliver a full continuum of person-centred services - including social, recreational, employment training, social enterprises and residential - to adults with developmental disabilities, incorporating Jewish practices and traditions; and integrating into the community, and its service networks.

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INTRODUCTION

Our mission at DANI is to create opportunities for adults with physical and/or cognitive challenges, to be able to participate fully as valued members of the community and enjoy a meaningful and dignified quality of life. At the DANI Day Program, we strive to abide by two major educational philosophies: person-centered planning and a holistic approach.

With the person-centered planning approach, we are cognizant that each participant in the program has individualized goals derived from their own personal interests and skills. During the planning process, staff are committed to creating a program which is developed and constructed to support and align with those goals. In accordance with the holistic approach, we view every single participant as a whole person with varying needs, interests, and abilities beyond their developmental or physical challenge. We look to enhance and support the lives of our participants on multiple levels by providing diverse and wholesome

programming.

Over the past three years, the DANI Curriculum Review has been enhanced with the opening of our second campus – DANI Magnetic. With this development, our programs have expanded across two sites and continue to grow in their level of creativity, relevance to personal goals, and room for individual growth.

This document is a result of the collaborative efforts of the DANI team, with special thanks to Tammy and Rachel who co-created this document and oversaw the process. We would like to thank our wonderful colleagues for their care, dedication, and commitment to creating engaging and innovative programs that promote growth and enrich the lives of our participants. We would also like to thank our participants for being a constant source of motivation and inspiration for us to continue improving every day.



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CORE LEARNING AREAS

1. ARTS

These programs allow participants to explore new ways to be creative and express themselves. DANI offers a variety of programs in areas such as visual, music and performing arts. These programs create opportunities for participants to explore different mediums and use their imagination and develop communication skills. In addition to using the arts as a form of relaxation and recreation, DANI's art programs offer a performance-based component that invites the community to see what they have produced, including an annual Art Show, annual play and various

community productions.

2. JUDAICA

DANI is a Jewish organization with strong ties to our local community. The Judaica programs at DANI aim to enhance the knowledge and understanding of the values, history, traditions, and culture of Judaism. Our Judaica lessons integrate traditional values with creative and fun methods that directly engage participants and nurture their spiritual fulfillment. Alongside these lessons, we practice a daily davening routine, and celebrate the Jewish holidays.

3. LIFE SKILLS

These programs prepare participants for leading independent lifestyles and give them opportunities to improve problem-solving skills in real-life situations. DANI works hard to cultivate an environment where participants can be as independent as possible and work towards their long-term life goals. With these programs, we hope to provide our participants with the tools necessary to lead quality and independent lifestyles, both at home and in the community.

4. LITERACY

These programs promote functional literacy skills including reading, writing and comprehension skills. The Literacy programs not only allow participants to advance in their independence, but they also help them better interact with the community and within their own social circles. In addition, our Literacy programs are aimed at developing skills that are beneficial for developing independence in daily life such as financial literacy, cooking, safety skills and communication skills. Functional literacy activities are implemented by staff and integrated directly into daily programming as much as possible to promote application of skills in a variety of settings.

5. RECREATION

These programs allow participants to explore their various interests, passions, and hobbies in a fun and social setting. Recreational programs promote a lot of teamwork, social skills, and a healthy lifestyle. These programs create opportunities for participants to interact with their peers and experience different activities. In addition to the programs listed in this document, participants are also involved in a variety of opportunities to socialize and have fun together, both at DANI and in the community, including outings, games, and leisure activities such as karaoke and LEGO.

6. VOCATIONAL SKILLS

These programs encompass the DANI vision that promote community engagement and create opportunities for participants to partake in enjoyable and meaningful work. Within these programs, participants can work on and improve various vocational skills that will aid them in their work placements and volunteer opportunities. Participants are matched to placements that reflect their strengths and interests and allow continuing development of transferable skills. These programs allow participants to feel valued as contributing members of society as well as strengthen our community relationship. In addition, DANI also offers in-house opportunities to develop vocational skills such as laundry, shredding, and other tasks around the DANI Centre.

AIM

The curriculum review process is aimed to serve a few purposes:

- 1. Assessment** – The curriculum review is aimed to evaluate different aspects of the programs. This document sheds light regarding the areas of the programs which are successful, as well as those areas which require to be changed in order to improve the service we provide for our participants.
- 2. Documentation** – The DANI program is continuously evolving, so there has been an accumulation of programs and activities created and developed by the DANI staff over the years. The curriculum review can be used as a tool to ensure that up to date information regarding our programs is preserved and added to our own educational database.
- 3. Consistency** – To maximize flexibility in leadership of programs, it is important to provide a clear description of specific objectives, settings and modes of delivery for each program. This document can be used as a resource to ensure programs are delivered with minimal changes, to ensure all staff, including our relief staff, have clear guidelines on how each program should run.
- 4. Resource Management** – Staff, classrooms, vehicles and materials are resources required for program delivery. This document is intended to be a tool which can help to improve understanding of the specific program needs, and to enhance efficiency in allocation of our resources. This is a particularly important aspect due to the expansion of our campuses and having to share these resources on a larger scale.

PROGRAM REVIEWS

Curriculum Review Template

The process of curriculum review is one in which information regarding each program is collected from both of our campuses, and processed. The lead staff of each program is responsible for assessing the effectiveness of the program as a whole, using input from other members of the staff team as well as feedback and observation of participants. This process enables staff to evaluate the content as well as the structure of each program, and offer ideas and suggestions that may be implemented in the future for new and existing programs.

Please see Figure 1 below, which is the template used for data collection:

| Program Review Template |
|--|
| <p><u>Program Description:</u> <i>(Brief description of your program. Summarize it in 1- 2 sentences.)</i></p> |
| <p><u>Goals & Targeted Skills:</u> <i>(The anticipated short and long term outcomes for the participants applicable abilities which are being taught and worked on)</i></p> <ul style="list-style-type: none"> • |
| <p><u>Lesson Structure:</u></p> <ul style="list-style-type: none"> • Class structure break down: <p><u>Learning Techniques Used: examples of kinesthetic, auditory, visual</u></p> <ul style="list-style-type: none"> • The class is run __ time/week for 1 hour. There are ____ participants supported by ____ staff and __ students/volunteers. |
| <p><u>Review of Successes:</u> <i>(ex. What activities are beneficial, what was achieved, do the number of participants and/or staff impact the success? etc.)</i></p> <ul style="list-style-type: none"> • |
| <p><u>Suggestions To Continue:</u> <i>(What would you continue to implement in this program for its continued success?)</i></p> |

Review of Challenges: *(ex. What activities are challenging, what did the class want to achieve but struggled with, do the number of participants and/or staff impact the challenges, etc.)*

Suggestions to Improve: *(How would you modify this program to improve its quality?)*

Should this program be continued? Please explain why or why not

1. ARTS - Program Reviews

1.1 Art Show: African Dreams

Program Description:

The Art Show class aims to challenge and inspire participants from both campuses to explore different avenues of art using a variety of styles and techniques. Participants work independently and in groups to create unique pieces for our annual Art Show, inspired by this year's theme African Dreams. Our annual Art Show invites the community to see our artwork, which helps challenge people's preconceived notions about art and artists and the opportunity to purchase unique pieces through our art auction, which also helps to raise money for DANI's arts programs. Participants were exposed to art and artists from multiple African countries and through the process of creating their own works of art, they develop their creativity, fine motor skills, teamwork, and artistic technique.

Person Centered Focus:

- The Art Director designs each project with our participants in mind to provide opportunities for them to be as independent as possible in each step
- Each project is guided by the Art Director, using step-by-step instructions, visual demonstrations and hand-over-hand support as needed
- Participants often work in teams of 2-3, which allows them to guide and learn from each other and use complementary skillsets to complete each project
- Staff are paired with each group to assist as needed in the process of creating each piece and adapt steps to meet the needs of the individual
- Participants are actively involved in choosing materials (ie. which colours or patterns) for their project from the range of options provided
- Participants are encouraged to communicate directly with their teammates while working on their artwork

Program Details:

- How often is the class run: 1x per week at each campus
- Time/length of a class: 1 hour

DANI - 2022/2023 Program Review

- Number of DANI staff: 7 (Clark Campus) + 5 (Magnetic Campus)
- Number of students/volunteer: 4 (Clark Campus) + 2 (Magnetic Campus)
- Total number of Participants: 17 (Clark Campus) + 16 (Magnetic Campus)
- Number of Participants with 1-1 support: 1 (Clark Campus) + 4 (Magnetic Campus)

Lesson Structure:

| | |
|-----------------------------|--|
| Intro | Staff and participants set up the room with 5-6 long tables arranged in a 2x3 row, with seats all around them and tables covered with tablecloths. Participants are instructed to sit with the same partner they have been working with if possible. |
| Activity 1: | The Art Director introduces each project, using visuals on the Smartboard, premade samples, etc. to show examples and discuss how it relates to the theme. Participants are encouraged to ask questions and participate in a discussion about each project and the inspiration behind it. |
| Activity 2: | Participants work individually or in small groups to create their art project using materials provided. The Art Director provides step-by-step instructions and staff/students assist participants with the process of working on their art pieces. Feedback and guidance is provided as needed. |
| Conclusion / Summary | Participants and staff assist with the process of cleaning up (ie. washing paintbrushes, putting all art supplies back in the Art Room, etc) Art projects are moved to the Art Room to be stored safely for next time Tablecloths are removed or changed to clean ones for lunch. |

Review of Successes:

- Participants take great pride in creating art pieces and showcasing them at our annual Art Show
- Many participants show great enthusiasm for working on their artwork each week
- Setting up the tables into one long row allows the Art Director to provide instructions all at once to the entire group, instead of having to repeat at each table and also to easier oversee everyone’s progress

Were there any challenges in the program?

- the limitation of a one-hour time slot on both campuses. While we aimed to provide enriching art experiences, the constraints of this time frame often posed difficulties in executing projects efficiently. A considerable amount of time was allocated to set up and clean up, leaving limited actual time for participants to engage in hands-on art creation.
- the procurement of art supplies within our budget. While we strived to offer a diverse range of materials for various projects, the availability and cost of supplies posed ongoing challenges. It was crucial to allocate our budget wisely and find

cost-effective solutions without compromising the quality of the art experience.

Future Suggestions and Ideas:

- Knowing the budget ahead of time would have allowed us to better plan and allocate resources accordingly.
- Focusing on community outreach to enhance our art program. This can be achieved through collaborations with local organizations, offering workshops and demonstrations, hosting more art exhibitions, and utilizing social media and online platforms more to engage with the community.

1.2 Creative Minds

Program Description:

This program is designed to empower and encourage the exploration of expression, innovation, and inspiration. Through art and sensory exploration, we teach participants how to express themselves creatively, foster critical thinking, engage in meaningful conversations and build relationships. Each class is tailored to the specific needs of the participants, and involves activities such as painting, performing experiments, and exploring with the different senses.

Person Centered Focus:

Overall, the Person Centered Approach is incorporated into the Creative Minds program by recognizing and valuing the individual needs, goals, and abilities of each participant, and providing tailored support to help them succeed in the program. The program is designed to be flexible and adaptable to the needs of each individual, and provides opportunities for personal growth and development through self-expression and creativity. For example, if a participant is sensitive to certain textures or smells, staff may provide alternative materials or adjust the environment to minimize sensory triggers. Alternatively, if a participant has a preference for certain sensory experiences, such as playing with slime or squishy materials, staff may incorporate those materials into the activities to support their engagement and enjoyment.

Program Details:

- How often is the class run: 1/week (Monday)
- Time/length of a class: ~1hr (1:00pm – 2:00pm)
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 13
- Number of Participants with 1-1 support: 2

Lesson Structure:

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| Intro | The class begins with a brief introduction of the day's activities as well as |
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| | a demonstration or accompanying video/document |
| Activity 1: | The bulk of the class is dedicated to an art exploration activity that is tailored to the specific needs and interests of the participants. Activities include using different mediums to allow participants to express themselves creatively, while also learning about the different senses. We have created experiments and performed different art projects targeting specific senses. FOr example, we made cloud sand to target tactile senses, and bubble art to target oral sensory. Additionally, we have used a variety of recyclable materials, glue, and paints to help out with the DANI play sets. |
| Conclusion / Summary | After the activity is completed, we discuss and reflect on the art activity, with an emphasis on emotional expression and storytelling following the art activity. Participants are invited to discuss and reflect on what they have created. Staff members encourage participants to explore their emotions and tell their stories through their art, and provide guidance and support as needed. |

Review of Successes:

The biggest successes in the class is that it promotes teamwork, gives a sense of accomplishment and allows for personal interests to be explored.

Were there any challenges in the program?

One challenge is time constraints. With limited time available for each session, it can be challenging to fully engage in some of the more involved art projects, which may require more time for participants to fully explore their creativity. Another challenge is ensuring that the program is inclusive and accessible to all, as some participants are able to work independently while others require more support, which might not always be as available depending on how many people require it.

Future Suggestions and Ideas:

Consider adding more technology-based activities, such as digital art and video editing. This could help engage participants who may not be as interested in traditional arts and crafts. Additionally, consider incorporating more sensory-based activities, such as sensory bins and tactile crafts, to engage participants with different learning styles. Consider adding more staff members or volunteers to the program to provide more individualized attention and support to participants.

1.3 Drama

Program Description:

The Drama program at DANI encompasses all participants at all ability levels to express themselves in the dramatic arts. This program is run at both campuses with the goal of working toward our annual play which is performed live on-stage for an audience at the Richmond Hill Centre for the Performing Arts featuring a cast of DANI participants supported by staff. Participants work on skills such as teamwork, communication, adaptability, and build self-esteem and confidence through their performance.

Person Centered Focus:

The Drama program is tailored to all the participants' individual strengths and utilizes creative techniques and individual moments to highlight each individual participant.

Program Details:

- How often is the class run: 2 times a week
- Time/length of a class: 1-2 hrs
- Number of DANI staff: 9
- Number of students/volunteer: 3-4-Clark) (1-2-Magnetic)
- Total number of Participants: (16-Clark) (14-Magnetic)
- Number of Participants with 1-1 support: 1

Lesson Structure:

| | |
|-----------------------------|--|
| Intro | <ul style="list-style-type: none"> ● The room is set up with chairs around the edges, leaving the middle free for the performers to rehearse ● Staff take their scripts and sit beside the actor they are supporting |
| Activity 1: | <ul style="list-style-type: none"> ● Participants and staff take direction from the director and/or assistant director on the scenes/dances for the day |
| Activity 2: | |
| Conclusion / Summary | <ul style="list-style-type: none"> ● Scripts are returned to the bin to be kept safely in the office |

Review of Successes:

The largest success of the drama program would be the end of year play that is a culmination of 9 months of work from participants and staff.

Were there any challenges in the program?

Keeping everyone engaged for each practice, since not every participant is in every scene, so there is some waiting time involved especially for those who may not have a main role
 Keeping participants quiet while others practice can also be a challenge

Future Suggestions and Ideas:

Pinpointing which participants will have a tougher time staying engaged in the program while

they are not currently on the performing, will allow us to take certain participants out for periods of time and have them engaged in other quieter activities.

1.4 Fashion

Program Description:

Participants gain knowledge on how to creatively express themselves through their clothes, style, personal hygiene, beauty self-care accessories, designing, and more. Participants engage in creative self expression through fashion, that they can implement in their everyday life and become more independent in the fashion industry. The different projects/activities are guided by the participants interests and can take one class, weeks, or more to complete.

Person Centered Focus:

In the class we have differentiation tasks that can be tailored according to the participants' abilities. For example a participant that struggles with fine motor skills can have a harder time with hands-on activities, therefore there will always be alternatives in the class that the participant can work on in order for each participant to feel involved in the class requirements and each participant can feel valued.

Adapted materials: I ensure that all materials used in the class are adapted to meet the needs of each client. For example, there is a participant with limited mobility, therefore I provide tools and resources that can be easily used from a seated position with less movement required in order to complete a certain task

Program Details:

- How often is the class run: once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 3 staff
- Number of students/volunteer: 2
- Total number of Participants: 8
- Number of Participants with 1-1 support: 2

Lesson Structure:

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|--------------|---|
| Intro | <p>The classroom set up is one big table that participants sit around and often turn their chairs to face the tv in the front of the room.</p> <p>Each class is always introduced by doing the “DANI spotlight” which is an introduction activity where each participant has a spotlight opportunity to present to all the participants about their outfit of the day. This involves describing the outfit, the reasoning behind the outfit and what they like most about their outfit.</p> |
|--------------|---|

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| <p>Activity 1:</p> | <p>After the introduction the class usually goes individually or in partners, to sketch, collage or discuss what they want their designs to look like. Everyone shares their thoughts and ideas working on individual goals of presentation skills.</p> <p>For example: We have a class on recyclable fashion. Participants go through different supplies to search and decide on what materials they want to use for the project. Such as; pop-bottles, containers, newspaper, material, yarn, etc. This allows participants to make their own choices and identify what they like. Giving them a sense of ownership and pride. working on finding the correct colors of magazines, creating the shapes and taping the magazines together and then pinning and gluing the magazines to the mannequins.</p> <p>We have a tv projector in this class since powerpoints are provided in the class with pictures/videos of what we are hoping to design and to guide us on the projector. We also enjoy listening to music while engaging in the class.</p> |
| <p>Activity 2:</p> | <p>We worked on a topic in the class which is based on clothing attire for various events and different seasons. Participants got to learn different dress codes that are appropriate to wear to different events such as hiking, the mall, weddings, dinners etc., and during different weather like sunny, and snowy. Participants got to learn about being creative with outfits and learning outfits that are appropriate for different occasions. Once we dived into this topic, participants were able to browse on google and choose outfits on google that were applicable for each of the different events we spoke about in class.</p> <p>Participants were also required to go home and physically perform this task.</p> <p>Participants at home each chose an outfit that they would wear to a holiday dinner and bring in a picture of the outfit they chose and we then got to assess and talk about it in class in order to see what was good about the outfit and what could be better. This allowed participants to be creative and independent in outfits they styled and felt was appropriate for a family dinner.</p> <p>We had a powerpoint, visuals and videos to help guide us with understanding the topic further.</p> |
| <p>Conclusion / Summary</p> | <p>To end the class we recap what we did today and dedicate 10 minutes to clean up any materials that need to be put away, and transition to the drama room since the fashion program is held in the main room.</p> |

Review of Successes:

This program leaves the participants every week more and more eager to do fashion class on Mondays. They enjoy expressing themselves and having the freedom of creativity in a safe and accepting environment with different abilities and interests. This program has allowed participants to care and feel more interested and independent when it comes to your personal appearance, hygiene skills, and creativity skills.

Were there any challenges in the program?

This year, the class was held in the main room, which did not have a projector. To make it easier to display visual aids during class, I suggest holding the class in the drama room next year, which already has a projector installed. This would allow participants to have visual representation that is always up and not just handouts.

Future Suggestions and Ideas:

- Beauty Supply Stores: Visit a beauty supply store and teach your students about personal hygiene and self-care products, as well as how to choose the right makeup and skincare products for their skin type.
- Craft Stores: I can take my class to a craft store and encourage them to explore the different materials and tools that can be used to create unique accessories and designs
- Fashion Museum: We can visit a fashion museum or exhibit to give the participants an opportunity to learn about the history of fashion and how it has evolved over time.
- Design Studio: I can take the participants to a tour of a design studio and give them the opportunity to see how clothing is designed and produced.
- Fashion Show: We can attend a local fashion show or put on a fashion show within the class to showcase the students creativity and style.

Supplies that can be beneficial:

- Fabric: Different types of fabrics such as cotton, silk, and lace, as well as fabric with patterns, can be used for creating different types of clothing and accessories
- Personal Hygiene Items: I can teach the importance of personal hygiene by providing items such as soap, shampoo, conditioner, and lotion to further support the participants with hygiene skills.

1.5 Integrated Arts

Program Description:

Integrated Arts is a program designed to immerse participants in the arts and teach them how to integrate the arts into everyday life. In this program we explore DIY projects which allow participants to focus, plan and work with their hands, exploring the empowering feeling of creating something on their own. We focus on functional uses of the arts, using music to relax the mind and energize the body, dance to promote confidence, self esteem,

personal expression and flexibility of the body and mind and visual arts to encourage self-exploration and self-expression, build mental focus, physical dexterity, reduce stress, and experience the world in new ways. The goal of this program is to help participants understand the benefits of incorporating art into all aspects of life.

Person Centered Focus:

- Each program is designed with all the participants in mind and projects are chosen based on the flexibility and option for modifications.
- Projects are designed to engage participants physically, intellectually, and creatively and help demonstrate how art can be used in everyday life.
- With a high staff to participant ratio, participants are able to get one on one assistance if needed.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 3
- Number of students/volunteer: 6
- Total number of Participants: 6
- Number of Participants with 1-1 support: 1

Lesson Structure:

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|---------------------------|--|
| <p>Intro</p> | <ul style="list-style-type: none"> • Participants gather in the Skills Room and gather around the table after changing into art clothes or putting on aprons if needed. • The table is set up with the necessary equipment needed for each activity and spaced out according to the number of participants present that day. • Staff spread out based on each participant's level of ability and assist when needed for participants to engage in each activity as independently as possible. |
| <p>Activity 1:</p> | <ul style="list-style-type: none"> • Each class will incorporate projects that participants can take home and use functionally at home or in the community. • For example, one activity might be going out and collecting pine cones to make bird feeders with wow butter and bird seed. • Participants will engage in visual and physical art activities with the intention to teach participants how to incorporate art into everyday life. |
| <p>Activity 2:</p> | <ul style="list-style-type: none"> • Participants will have the opportunity to create projects like pencil holders made out of toilet paper rolls. • The activities are designed to engage participants physically, visually and creatively. |

| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • Staff and participants use resources provided by DANI and found at home to create these projects and use materials that would otherwise be discarded or go unused. • The computer is used for music and certain projects with step by step instructions |
| Conclusion / Summary | <ul style="list-style-type: none"> • Participants will put projects in their lockers or bags to bring home and make use of in everyday life. • Staff provide the necessary assistance to clean up and help participants prepare for the next program. |

Review of Successes:

- Participants thoroughly enjoy the arts and engage with lots of enthusiasm and motivation towards the project.
- With each activity participants learn how to incorporate skills like creativity, teamwork, attention to detail and how to follow step by step instructions.
- The staff to participant ratio, participants are able to work independently and improve their skills while having the support on hand if needed.
- This program allows participants to express themselves and recognize how to make the most out of life through artistic expression.

Were there any challenges in the program?

- For some classes it can sometimes be a struggle to make sure that the participants are following the instructions because participants will get excited and get carried away.
- On certain days it can be a challenge to get the class setup in time, especially if the activity requires participants to have more workspace.
- Participants are highly motivated for the activities and that can sometimes create a high level of excitement which can lead to some silly behavior and a struggle to respect boundaries of other participants.

Future Suggestions and Ideas:

- For future activities we will incorporate more recycled materials and teach participants how to use items that would normally be disposed of to create something new.
- Some activities will be designed to include more of the other subjects involving the arts like dance, music, and drama.

1.6 Music Composition

Program Description:

Music Composition involves participants writing unique songs together (lyrics and/or

melody), learning the fundamentals(rudiments) of music, and practice! Throughout the year participants record their own voice in our studio, accompanied by music tracks which are laid down by staff. Participants are encouraged to express themselves while the program focuses on building confidence and pride and positive social skills such as patience, communication and taking turns.

Person Centered Focus:

The class is made up of participants of different strengths and abilities. Participants and staff support each other so that participants who are unable to read or write still feel included. If a participant struggles to memorize a song/verse it is broken down to where their need and ability is. Each participant has opportunities to suggest how the class is run by being given choices to choose genre, instrument, concept, etc.

Program Details:

- How often is the class run: once/week
- Time/length of a class: 1hr/class
- Number of DANI staff: 2
- Number of students/volunteer: 1-2
- Total number of Participants: 6
- Number of Participants with 1-1 support: 0

Lesson Structure:

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|-----------------------------|--|
| Intro | In this class, we start by recapping what we were working on, then introduce either a new concept/ topic, or continue working on previous items. We use an extra Large Writing Board to delineate concepts to be learned, or are learning, and we are continually returning to it as a reference. On it we have all the songs we worked on and many concepts that we have learned, and intended projects and work. |
| Activity 1: | The class begins with discussions of philosophy of lyrics and music or the history of music. The discussions lead into discussions about personal lives and development. Concepts from the discussion are then researched and explored through google, and spotify music (with soundbar speaker). |
| Activity 2: | After the discussion participants practice what they plan to record. Participants all get a chance to record individually and together using the recording equipment (Ableton Live). |
| Conclusion / Summary | The last 10 minutes of class includes a recap of what we've done and plans for next week's class. Participants are given extra work to practice at home if they like. |

Review of Successes:

- Learned songs
- Recorded songs

- Built confidence
- Forged relationships
- Created an environment where people feel safe to talk about feelings, and life concepts, and even problem solve
- Understand the basics of music
- Understand the studio environment and the tools used

Were there any challenges in the program?

The class being scheduled at the same time as a loud class caused interruption in recording and made it difficult with the extra noise. One participant expressed there are too many people in the class after more were added and no longer wants to be in the class.

Future Suggestions and Ideas:

Scheduling the class to have a maximum of 5 people and during a quieter time in the building would be helpful. It would be nice to take participants to a professional recording studio to see equipment and understand what a recording studio is.

1.7 Play Sets

Program Description:

Play Sets is a program designed to involve participants in the process of designing and creating sets and props for DANI's annual play. Participants take part in the process of painting backgrounds, assembling set pieces, and assisting with the creation of props that will be used on-stage during our annual play. Through this program, participants are given a sense of accomplishment and pride in having their work on display during our performance, and it also provides opportunities for those who may not want to act in the play to contribute and be involved in the production.

Person Centered Focus:

In the Play Sets program we try to tailor the set and prop making processes to individual participants strengths. We incorporate participants' interests as well as fine motor and gross motor abilities and make sure that the corresponding activity is somewhat challenging enough to build new skills but enjoyable for them as well.

Program Details:

- How often is the class run: 2
- Time/length of a class: 60-120min
- Number of DANI staff: 3-6
- Number of students/volunteer: 2-4
- Total number of Participants: 5-14
- Number of Participants with 1-1 support: 1-2

Lesson Structure:

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|-----------------------------|--|
| Intro | <ul style="list-style-type: none"> • The room is set up with tables, depending on how many different “stations” are needed • Participants and staff are assigned to each station to work on different props or sets |
| Activity 1: | <ul style="list-style-type: none"> • Staff give step-by-step instructions about what they will be doing and what materials they will use |
| Activity 2: | <ul style="list-style-type: none"> • Participants and staff work together to create each set or prop |
| Conclusion / Summary | <ul style="list-style-type: none"> • Art supplies are returned to the Art Room • Staff and participants help to clean tables (ie. remove tablecloths, wipe surfaces) and move any artwork off to the side or to the Art Room to dry • |

Review of Successes:

- High level of engagement by participants who seem very invested in the work as most of them are acting in the play as well
- Participants’ investment is taken to the next level by creating the sets that they will be using and acting around
- Strong positive feedback from audience members about the quality of the sets and props used in the show

Were there any challenges in the program?

- In the longer 2-hour timeslot for playsets, keeping a select few participants interested throughout the session can be challenging. A certain group of participant should be involved for just 1 of the hours, and then offered an opportunity for a quiet activity elsewhere instead
- Storing finished sets at Clark can be difficult since there is limited space to dry and store things.

Future Suggestions and Ideas:

- Have the program run at the Magnetic Campus, with Clark participants going there once a week to work on larger sets, while smaller sets can be worked on at Clark. This would help conserve space, and keep the Clark Campus tidy and neat for events and Catering.

2. JUDAICA - Program Reviews

2.1 Davening

Program Description:

Beginning our day on a “good foot” with energy and creating a positive environment through music and dancing, followed by an inclusive morning davening. Our daily davening routine helps participants connect to Judaism in an experiential way, and prioritizes prayers as a start to the day as part of our identity as a Jewish organization. The goal is for the participants to feel a positive connection with Hashem, while developing skills such as emotional expression, turn-taking, leadership, and building confidence.

Person Centered Focus:

- As many participants as possible are offered the opportunity to lead during the process to make it more interactive and engaging
- English explanations of some of the prayers are added as needed to help participants understand what they mean
- Participants who have difficulty with verbal expression are offered alternative ways to share what they are thankful for
- Each participant is given an opportunity to speak and share with the group during the thankful circle

Program Details:

- How often is the class run: 5x per week at each campus
- Time/length of a class: 45 minutes
- Number of DANI staff: 3-5
- Number of students/volunteer: 1-3
- Total number of Participants: Full group each day
- Number of Participants with 1-1 support: 1 (Clark Campus) + 4 (Magnetic Campus)

Lesson Structure:

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|-----------------------------|--|
| Intro | <ul style="list-style-type: none"> ● Chairs are set up in a circle around the program room ● Music is played, and everyone is encouraged to dance or play instruments until davening starts ● Once davening starts, participants are asked to sit in the circle and get a drum or shaker if they would like one |
| Activity 1: | <ul style="list-style-type: none"> ● A participant is chosen to lead davening each day ● The leader lets the group know which prayer is coming next, and the staff and participants sing together |
| Activity 2: | <ul style="list-style-type: none"> ● Staff and participants take part in the “thankful circle” where each is given the opportunity to share something that they are thankful for |
| Conclusion / Summary | <ul style="list-style-type: none"> ● Prayers conclude with misheberach, and then participants are asked to put any instruments away and transition to their next program. |

Review of Successes:

- Participants are happy and engaged and staff have noticed a positive change in

energy

- Visible mood changes from participants in a positive direction
- Some participants are highly motivated to lead parts of the process - take a sense of ownership in the process
- Increased listening skills and patience while others are speaking
- Adding the dance component provided a strong positive atmosphere and got participants up and moving
- Very inclusive and gives opportunities for everyone to get involved - good way for everyone to be together at the beginning of the day before breaking off into their programs

Were there any challenges in the program?

- Limited staff who can speak Hebrew and know the prayers - can make it more difficult to find a staff who can lead if certain staff are away, especially at the Clark Campus
- Sometimes tends to go past 10:00 - can require some flexibility for the next program

Future Suggestions and Ideas:

- More opportunities for Clark and Magnetic to daven together in the mornings whenever possible

2.2 Hebrew Program

Program Description:

Our Hebrew program is designed to teach DANI participants basic Hebrew language skills, i.e reading skills, grammar, and conversation language. Hebrew is an important language for Jewish culture and history, and learning it can deepen a participant's understanding of Jewish traditions and beliefs. Learning a new language can be a rewarding and fulfilling experience, and can help students with special needs build confidence, self-esteem, and a sense of accomplishment.

Person Centered Focus:

Visual aids can be very helpful for individuals with special needs who have difficulty processing and retaining spoken information. Use pictures, diagrams, and other visual aids to help reinforce Hebrew vocabulary and grammar rules. Multi-sensory techniques can help individuals with special needs to better understand and retain information. Use hands-on activities, music, and other sensory-based techniques to help teach Hebrew.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 3
- Number of students/volunteer: 1-2
- Total number of Participants: 5

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| <ul style="list-style-type: none"> Number of Participants with 1-1 support: 1 | |
| <p><u>Lesson Structure:</u></p> | |
| Intro | <ul style="list-style-type: none"> We use long tables for writing and coloring activities. Some interactive content being done online on the smart board. We use online Hebrew programs like Jigzi and Ulpan Or. We usually start our class by reviewing the previous week's learning materials, i.e letters and words |
| Activity 1: | <ul style="list-style-type: none"> For learning the Hebrew Alef-bet we use a lot of interactive content including online games. It helps to memorize letters and vowels. We also use print-outs for coloring letters. |
| Activity 2: | <ul style="list-style-type: none"> We learn basic conversational Hebrew. We watch basic dialogs and reproduce them in the classroom. For example, dialogs of introduction, greetings, navigation, etc. |
| Conclusion / Summary | <ul style="list-style-type: none"> At the end of class we summarize our activities by quick review of letters and words. Participants try to communicate in Hebrew |
| <p><u>Review of Successes:</u> Participants can recognize the majority of Hebrew letters and vowels. They can read, understand, pronounce and write some very basic words.</p> <p><u>Were there any challenges in the program?</u> Some lack workbooks in Hebrew. All participants have differentiated reading and speaking levels in Hebrew. It is difficult to find materials appropriate to all levels</p> <p><u>Future Suggestions and Ideas:</u> In the future it would be better to have a larger group of participants and classes more than once a week.</p> | |

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| <p>2.3 Parsha</p> |
| <p><u>Program Description:</u> A weekly review and discussion on the weekly Torah (Bible) portion, with an emphasis on how it relates to participants' daily lives. The goal is for participants to familiarize themselves with Jewish values and laws, and learn how it can be applied to our day-to-day lives. Participants will also learn about the history of the Jewish People and its relevance today. A focus on discussions and opportunities for question and answers helps to develop</p> |

interpersonal skills, communication, and critical thinking.

Person Centered Focus:

- Participants are encouraged to share experiences related to the lessons learned from the Parsha
- Given their Jewish background, participants are excited to see how their heritage applies to their day-to-day lives.

Program Details:

- How often is the class run: 1x per week per campus
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 5
- Number of Participants with 1-1 support: 1

Lesson Structure:

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|-----------------------------|---|
| Intro | <ul style="list-style-type: none"> • Chairs are set up in the room facing the Smartboard or screen |
| Activity 1: | <ul style="list-style-type: none"> • Staff present an idea from the weekly parsha and initiate a group conversation using a moderated discussion |
| Activity 2: | |
| Conclusion / Summary | <ul style="list-style-type: none"> • All lessons learned from Parsha class are reviewed at the conclusion of the class. A mild quizz sometimes. |

Review of Successes:

- Participants are learning to listen to others when they are speaking and have improved in their ability to take turns
- High engagement and excitement by participants, at times driven by humour
- Stories of personal experience are encouraged and help participants make connections between the weekly parsha and their daily lives
- Investment in the *discussion* more than the *knowledge* of the topic was beneficial ie. 'in the parsha it says to give charity', discussion = What are some ways we can give charity? What if we don't have access to money?

Were there any challenges in the program?

- Some participants can become distracted from the topic while speaking - can be difficult to manage balancing how to let everyone have their chance to speak while keeping the discussion on track

2.4 Parsha (Aish Hatorah)

Program Description:

The Parsha program takes place at the shul Aish HaTorah where participants engage in various activities such as volunteering in book organization, privately praying near the Torah arc, and participating in Jewish studies and prayer. The program is designed to enhance participants' social skills, comprehension abilities, and deepen their knowledge in Jewish studies.

Person Centered Focus:

The presentation of the material in the parsha is tailored to be engaging and accommodating to different levels of participants' comprehension abilities. To promote active participant engagement in the program, various strategies are employed. The content is simplified, and visuals in the form of printed pictures are utilized to demonstrate the material. The use of an auditory technique, the Parsha Song of the Week, further enhances engagement. The circulation of visual pictures benefits all participants by improving their understanding and retention of the material. This approach is especially beneficial for participants with limited verbal abilities, as it effectively maintains their engagement and enhances comprehension. Parsha song of the week is played during the second half of the class. participants with limited comprehension and attention span particularly enjoy listening to the music played. Discussions are encouraged and both open-ended and yes/no individualized questions are asked to accommodate different learning needs.

Program Details:

- How often is the class run: once a week
- Time/length of a class: 30:00 - 40:00 minutes
- Number of DANI staff: 3 staff
- Number of students/volunteer: 0
- Total number of Participants: 9
- Number of Participants with 1-1 support: 3

Lesson Structure:

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| Intro | The facilitator announces the beginning of the parsha class and invites all the participants to take a chair and sit in a circle. For better program support, staff sit in between the participants. |
| Activity 1: | Reading of the parsha and group discussion; To provide context for the current Parsha, the facilitator begins the class by asking if anyone recalls where the Parsha left off in the previous session. The facilitator then introduces the Parsha by stating its title and its meaning, followed by a reading and explanation of the material (visuals are provided). |
| Activity 2: | Parsha song; The Parsha song lyrics are read aloud by participants, after which the song is played. A participant volunteers to lead drumFit to the rhythm of the music and the rest of the participants imitate the movements. |

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| Conclusion/ Summary | At the end of the program, participants assist in organizing the chairs back to their designated spots and prepare to board the bus. |
| <p><u>Review of Successes:</u> The Parsha program successfully facilitated participants' learning about Jewish history and traditions. It provided a platform to explore various themes in Judaism, encouraging discussions and the practical application of knowledge to their lives. The program effectively engaged all participants in an enjoyable and inclusive manner, ensuring a smooth and continuous flow of material from one week to the next.</p> <p><u>Were there any challenges in the program?</u> The main challenge is transitioning as the bus is used for another activity and is not always back in time which can be stressful for some participants.</p> <p><u>Future Suggestions and Ideas:</u> In order to maintain engagement for all participants, the program activities are personalized to accommodate individuals with different abilities. There is a continuous effort to discover innovative approaches to modify materials and activities, tailoring them to each participant's unique learning style.</p> | |

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| <u>2.5 Shabbat</u> | | | |
| <p><u>Program Description:</u> A program where we get into the experience of Shabbat, through singing, musical instruments, and discussion. The goal is to provide a Shabbat experience for those who do not necessarily have that experience at home, and for those who do, to get into the Shabbat spirit before going home.</p> <p><u>Person Centered Focus:</u> Participants are offered opportunities to share something they are looking forward to on Shabbat</p> | | | |
| <p><u>Program Details:</u></p> <ul style="list-style-type: none"> ● How often is the class run: 1x per week ● Time/length of a class: 1 hour ● Number of DANI staff: 4 ● Number of students/volunteer: 1-3 ● Total number of Participants: 14 ● Number of Participants with 1-1 support: 1 | | | |
| <p><u>Lesson Structure:</u></p> <table border="1" data-bbox="203 1795 1404 1869"> <tr> <td data-bbox="203 1795 397 1869">Intro</td> <td data-bbox="397 1795 1404 1869"> <ul style="list-style-type: none"> ● Chairs are set up in the room facing the Smartboard or screen </td> </tr> </table> | | Intro | <ul style="list-style-type: none"> ● Chairs are set up in the room facing the Smartboard or screen |
| Intro | <ul style="list-style-type: none"> ● Chairs are set up in the room facing the Smartboard or screen | | |

| | |
|-----------------------------|--|
| Activity 1: | <ul style="list-style-type: none"> Start with 3-4 familiar Shabbat songs for everyone to sing or listen to in a relaxed way |
| Activity 2: | <ul style="list-style-type: none"> Discussion of Shabbat, involving primarily what Shabbat means to everyone and how people are going to celebrate it |
| Conclusion / Summary | <ul style="list-style-type: none"> End with dancing and singing or listening to some more energetic Shabbat songs |

Review of Successes:

- Some participants have come to look forward to certain songs that are played/sung weekly
- Staff have noticed that participants have retained a knowledge of what Shabbat is and demonstrate that knowledge in their engagement in other classes
- There continues to be a high level of participation in this class, in the singing and in the discussion

Were there any challenges in the program?

- Not all staff are familiar with the songs, which at times can make it challenging to support

Future Suggestions and Ideas:

- Consider re-introducing challah and grape juice into the program

3. LIFE SKILLS - Program Reviews

3.1 Budgeting

Program Description:

Participants learn basic money management skills, including the process of making a simple budget, identifying wants vs. needs, and making decisions about spending and saving. Participants are developing their independence in concepts related to budgeting with the long-term goal of being able to apply these skills to managing their own money as independently as possible. Participants are developing a stronger awareness of appropriate amounts to spend for a variety of items and occasions, and are also learning to use a calculator to check totals and amounts of change expected.

Person Centered Focus:

- Topics to be discussed are chosen based on the interests and goals of the participants in the group
- The participants selected for this group are individuals who already have some independence in their money skills and would benefit from further practice to

- continue to build on their pre-existing skills
- Participants are given opportunities to ask questions and share their ideas as well as real-life examples that can be discussed with the group
- The small group environment allows each participant to receive one-on-one attention as needed during activities

Program Details:

- How often is the class run: 1x per week
- Time/length of a class: 1 hours
- Number of DANI staff: 2
- Number of students/volunteer: 0
- Total number of Participants: 4
- Number of Participants with 1-1 support: 0

Lesson Structure:

| | |
|-----------------------------|--|
| Intro | <ul style="list-style-type: none"> • Staff and participants sit around the table in the Literacy room. Staff set up the screen using Chromecast if needed, and introduce the topic of the day and/or review the topic from the previous week. |
| Activity 1: | <ul style="list-style-type: none"> • Staff lead a discussion about the money management concept that is being discussed, and offer opportunities for participants to share their questions or examples • Staff use slideshows to present information and offer examples for the group to discuss |
| Activity 2: | <ul style="list-style-type: none"> • A group activity using the computer may be used to illustrate concepts (ie. searching online for items and comparing prices from different stores) • At other times, participants may work on a worksheet with staff support, and share their answers in a group discussion |
| Conclusion / Summary | <ul style="list-style-type: none"> • Participants are given the opportunity to ask any remaining questions about the material before transitioning to the next activity |

Review of Successes:

- Participants are generally highly motivated by the topic and understand the relevance to their own life/future independence
- Topics selected (ie. comparison shopping, wants vs. needs, gift etiquette) were of high interest to participants
- Some participants showed strong retention of information that had been repeated over several weeks and a growing ability to apply their knowledge to scenarios
- Participants did very well with worksheets about making a basic spreadsheet to show income and expenses and perform simple calculations about how much money the person had left

Were there any challenges in the program?

- It can be difficult to gauge how much participants who have more trouble expressing themselves verbally are understanding the material
- Online resources such as Twinkl slideshows may be difficult to find at an appropriate level to meet the needs of the group
- Scheduling the program on the same day as Drama led to lengthier periods toward the end of the year where this class was not occurring
- Participant absences can have a strong impact on their ability to retain information and can disrupt the flow of activities that carry over from week to week
- Participants can find some of the more abstract concepts confusing
- Some participants have a tendency to get “stuck” on certain concepts they have learned in the past (ie. how much a gift should cost) and may have difficulty incorporating new information that may challenge some of these ideas
- The group has a tendency to focus on a limited range of topics that are of highest interest/concern to them or bring up the same specific examples from their own experience, which can make it difficult to move on to new areas
- Material presented in class is generally on the more theoretical level with few opportunities for the participants to apply it in the moment when they need it
- This program took place at a time when there were two other programs that tend to be noisy, which could be distracting for some participants

Future Suggestions and Ideas:

- Continuous practice of the knowledge and skills from this program is necessary to ensure retention over time, therefore the program should be scheduled on a different day where it is less likely to be disrupted by schedule changes (ie. additional play rehearsals)
- Continue to keep the group size small to allow individualized attention and opportunities to discuss relevant examples brought up by participants
- Ensure participants in the group are at a similar knowledge/skill level to ensure materials and activities are relevant for everyone
- Incorporate more hands-on practice and worksheets to apply knowledge more directly
- Some participants have expressed an interest in learning more about how a bank works, and may benefit from the opportunity to visit a local bank branch to learn more about how it works
- Offer opportunities either within this program or in collaboration with other programs (ie. Girl’s Group) to practice skills in real-life settings
- Staff should research available worksheets further in advance and prepare workbooks for each participant with practice activities

3.2 COMMUNITY SKILLS

Program Description:

Participants will develop their independence in the community through visiting local shops to make small purchases for themselves, as well as familiarizing themselves with concepts around navigation, community safety, and appropriate social and communication skills in a variety of settings. Participants will work on following the steps of ordering and paying for a treat, and practice socializing with friends while enjoying a community activity together.

Person Centered Focus:

Many of the participants in this group have goals around increasing safety awareness and independence in the community, and have also shown a strong interest in going out. Participants with strong social skills are encouraged to take on a leadership role in assisting peers and leading conversations.

A high staff-to-participant ratio enables each individual to receive individualized support as needed when making purchases in shops, so staff can adapt the tasks as needed to accommodate for any challenges (ie. hearing or vision impairment, limited or no speech). During in-class portions, staff customize workbooks for each person to ensure activities are accessible and at an appropriate level for the individual. Everyone works on the same topic, but the specific worksheets offered to each person may differ.

Program Details:

- How often is the class run: 1 time per week
- Time/length of a class: 3 hours
- Number of DANI staff: 3
- Number of students/volunteer: 2
- Total number of Participants: 7
- Number of Participants with 1-1 support: 0

Lesson Structure:

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|---------------------------|---|
| <p>Intro</p> | <ul style="list-style-type: none"> ● The group gathers to discuss the plan for the afternoon, including where they will be going and whether the group will be walking or going in the van. The group is verbally provided with a schedule for the afternoon, including in-class portions (if applicable) and the outing. |
| <p>Activity 1:</p> | <ul style="list-style-type: none"> ● During the in-class portion of the program, staff use Smartboard lessons, roleplay, and worksheets to discuss topics relating to community safety and social skills. Topics may include: stranger awareness, community helpers, street safety, and appropriate social skills (ie. waiting in line, turn-taking, etc.) |
| <p>Activity 2:</p> | <ul style="list-style-type: none"> ● Staff announce the pairings for the outing, and send participants to prepare for the outing (ie. use washroom, get wallet, put on any necessary layers for weather) |

| | |
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| | <ul style="list-style-type: none"> • The group either walks or drives to nearby locations such as the library, various malls or coffee shops for an activity led by staff (ie. scavenger hunt) or by the community (ie. library tour) • After the activity, the group visits a coffee shop or food court to purchase a drink or small snack for themselves, and sit together to socialize and enjoy their treats |
| Conclusion / Summary | <ul style="list-style-type: none"> • The group returns to the DANI Centre and put away all personal belongings in their locker. Participants are reminded to wash their hands before moving on to the next program |

Review of Successes:

- High staff-to-participant ratio ensured each person received individualized support as needed in all steps of making purchases
- Participants have shown a high level of engagement and interest in the outing portion of the program, and have offered many suggestions of places they would like to visit in the future
- Partnership with the Bathurst Clark Library was developed which offered opportunities for participants to explore new activities in the community
- Repetition of various safety and social skills concepts over multiple weeks has been beneficial and staff have noticed the skills discussed in class are applied more often by participants while in the community (ie. waiting in line)
- Consistently visiting some of the same locations throughout the year has increased participants' independence and comfort level speaking to the employees. The employees have also seemed to become familiar with how to support and prompt some of the participants through the purchasing process as well
- Participants have taken great pride in coming prepared for the program with their wallets and look forward to the opportunity to go out
- Staff have noticed a significant increase in some participants' ability to wait patiently for the rest of the group to finish eating and to remain seated with the group for longer
- The outings portion of the program has been very successful overall, and participants have enjoyed the opportunities to explore new places. Maximizing the amount of time spent actually out in the community rather than in-class seems to be highly motivating for participants

Were there any challenges in the program?

- The group size was too large to fit into a DANI van, which limited our ability to go out in case of bad weather and/or to visit a wider variety of locations that are further away. Shuttling in two groups was sometimes possible if the van was booked in advance.
- Time for the in-class portion may be limited depending on how much time is needed to walk to the location for the outing
- In-class portion of the program such as roleplays and group discussions can be

difficult to adapt for an individual in the program who is deaf as well as those who are nonverbal

- Participants could become preoccupied with the outing portion of the program which can distract them from the in-class material. Some would interrupt frequently to ask questions about the outing and available treat options, even when it had already been discussed, which could be frustrating for others who wanted to hear the lesson
- Participants are expected to bring their own money from home to make purchases, however at times, families may forget to send money. At times, prices may also be a little higher than expected and participants may not have enough to buy their treat
- Participants in the group vary significantly in their walking pace, which can make it challenging for the entire group to remain together when walking to the next location
- Some participants have a tendency to get distracted while walking and may be too far ahead or try to wander off from the group to look at something that interests them without communicating with staff
- For part of the year, the group was expected to return to DANI by 3:00 due to a staff needing to lead a program on the floor afterwards, which made the program feel rushed

Future Suggestions and Ideas:

- Consider replacing in-class component with additional time spent on the outing since this is where participants seem most motivated, and maximizes opportunities to practice skills in real-life settings
- Ensure the program is scheduled for a full afternoon (rather than returning for 3:00) to maximize opportunities for the outings and to explore new places
- If in-class component continues, expand use of workbook activities to reinforce skills that are discussed in class and add more of a literacy component
- Reduce the group size slightly to ensure that the entire group can fit into a DANI vehicle, which will significantly expand our range of options of places to visit
- Schedule group to have a vehicle booked every week throughout the year to maximize the range of options available for outings, even if shuttling in two trips
- Provide participants with a visual schedule of the activities for the afternoon to reduce interruptions for questions about the outing
- Continue to develop partnership with the Bathurst Clark Library and other local places (ie. firehouse) that might offer tours and activities suitable for participants
- Explore possibility of participants purchasing other small items in addition to their snack/drink – participants could be encouraged to bring a shopping list of 1-2 personal items they would like, and practice buying them
- Continue to bring the group to new locations to put the skills they are learning into practice in a wider variety of settings
- Participants have requested visiting other places such as bowling, mini golf, movies, etc. Having a small budget for occasional outings for this group would help to expand the range of options available, which will help to develop and reinforce skills in a wider variety of settings
- Maintain the high staff-to-participant ratio to ensure a high level of supervision and support while in the community

- Continue to develop a range of activities (ie. scavenger hunts, shopping for program, etc.) that can be implemented while in the community rather than in-class
- Organize visit to Community Safety Village to reinforce some of the concepts learned during the in-class portion

3.3 Cooking Skills

Program Description:

Cooking skills is a team-based, hands-on, educational, and interactive cooking and baking program. During the program, participants follow structured recipe instructions and perform a variety of culinary techniques (measuring ingredients, mixing, scooping, cutting, spreading, squeezing, pouring, etc.) By working collaboratively as a team, the program aims to educate and improve essential life skills of food handling and preparation, while also enhancing fine-motor and social skills. Throughout the program, participants engage in active listening, reading comprehension and basic math skills. Participants also expand on their social skills as they work as a team, take turns, and collaborate with peers. In conclusion, these are all transferable skills that can be applied to many other areas of activities of daily living, with the objective to enhance participants' ability to contribute to their own meal preparation at home.

Person Centered Focus:

The class lesson plan and learning techniques used in the program aim to accommodate participants with varying levels of ability through a person-centered approach. Visual aids such as pictures of the finished product and recipe steps are posted on the wall to enhance comprehension. Recipe instructions are presented in a clear, specific, and easy-to-follow manner. Staff members repeat each instruction, elaborate on it, model tasks, and assist participants through hand-over-hand methods, cues, and praises. Participants are allowed to complete tasks at their own pace and within their own capabilities. At the end of each class, participants are invited to share their feedback on the recipe and suggest other recipes they would like to try in the future.

Program Details:

- How often is the class run: once per week
- Time/length of a class: 1-2 hours
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 7
- Number of Participants with 1-1 support: 3

Lesson Structure:

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| Intro | The program facilitator prepares the kitchen (tablecloth, gloves, visuals, recipe instructions/ingredients list, ingredients, and utensils). The program |
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| | facilitator will invite all the participants to sit around the table and look at the pictures of the recipe posted on the wall to try to guess the name of the recipe at hand. Next, the participants are asked to put on gloves. |
| Activity 1: | Introduction to the recipe: the instructor asks the participants to read the list of ingredients and identify each one from the cart. |
| Activity 2: | Following the recipe instructions: participants work as a team taking turns reading and executing each step in the recipe instructions before moving on to the next step. |
| Conclusion / Summary | Clean up: participants help with clean up by throwing away garbage, bringing dirty utensils to the sinks, wiping counters and washing dishes. Once the food is ready (baking may take longer time), the participants get to eat and share their recipe with other peers in the campus as well as staff. |

Review of Successes:

Making recipes that are simple to execute makes the cooking process understandable, engaging, easy to follow and enjoyable. Modifying the original recipe by breaking down the steps and utilizing pictures and words, to be very specific, concise, and simple has allowed participants to be more independent in the process as they have been able to follow each step with ease. Although the group is large, breaking everyone into smaller groups of 3-4 h has helped to keep participants focused and engaged by speeding up the cooking process and reducing wait time for participation. Also, choosing recipes that participants find appealing is a great way to keep them excited, interested and engaged in the program. Participants enthusiastically share their culinary creations with peers and staff, eagerly looking forward to each week's recipe. Their excitement is evident as they ask questions like, "What are we making this week?" and "I am so excited to make this recipe today!" Moreover, the cooking program enhances transferable skills that can be applied to daily activities, empowering participants to contribute to their own meal preparation at home.

Were there any challenges in the program?

It is difficult for many participants to execute the different culinary strategies independently or with minimal support. This challenge presents itself due to difficulties with fine motor skills, comprehension, and ability to maintain attention to the task at hand. Also, some recipes may take longer time to complete, thus, this puts more pressure on the participants to finish the work on time. Moreover, some participants require more assistance than others, thus, the higher the ratio of staff/students/one-on-one (1:1), the better, as all the participants get assistance with less wait time, the program runs more smoothly.

Future Suggestions and Ideas:

In order to foster more independence during the cooking process a few things can be done:

Firstly, it is beneficial to reduce distractions and noise level in the kitchen, this will enhance the participants ability to focus on the task at hand while listening to the given verbal instruction from staff. Secondly, assign tasks that meet the participant’s fine motor abilities. This will allow the participant to complete tasks more independently, strengthen the existing set of skills and feel a sense of pride in being able to complete the work on their own. Lastly, choosing recipes that will fit the time frame of the program allows the participant to complete each step within their own pace. Staff should continuously provide support through positive encouragement while supporting independence.

3.4 Functional Cooking

Program Description:

Functional Cooking is a program that provides participants with fundamental kitchen skills and safety techniques to be able to independently execute basic kitchen tasks in their home setting.

Person Centered Focus:

- Participants are picked for this program based on their individual goals
- In this program we strive to tailor recipes and individual tasks to the strengths of participants
- Participants are encouraged to participate in the entire process including set-up, shopping, food prep, and clean up as independently as possible

Program Details:

- How often is the class run: 1 time a week
- Time/length of a class: 2 hours
- Number of DANI staff: 4
- Number of students/volunteer: 2
- Total number of Participants: 10
- Number of Participants with 1-1 support: 1-2

Lesson Structure:

| | |
|--------------------|---|
| Intro | <ul style="list-style-type: none"> ● The participants and staff gather in the program room and go over the shopping list and caseloads for that day. |
| Activity 1: | <ul style="list-style-type: none"> ● Staff and participants walk to the store and gather the items that are on the shopping list. Then participants help staff check out and bag the items. ● Participants come back to DANI and help put away the groceries that were bought for the kitchen |
| Activity 2: | <ul style="list-style-type: none"> ● Participants help to set up a table with the cooking equipment (ie. dishes, utensils, ingredients) |

| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • The participants take turns coming up and gather items that they would need for their cooking as independently as possible • Participants follow the steps of preparing their own portion of food as independently as possible (ie. chopping veggies, assembling a sandwich, etc) |
| Conclusion / Summary | <ul style="list-style-type: none"> • Once the participants are done and ate their portion, participants along with staff help clean up their room, wash the dishes and put the equipment away. |

Review of Successes:

- Participants seem to be getting the new skills and retaining those skills when it comes to preparing ingredients and sequencing recipes.
- Being able to shop for the ingredients that we are going to be cooking has been a humongous success for participants as it keeps them engaged in the process and builds new skills in the community.

Were there any challenges in the program?

One of the guiding principles of functional cooking is to be a small group with participants around the same culinary level. Right now the group is a much larger group with a variety of different abilities which makes it hard to cater to all the abilities.

Future Suggestions and Ideas:

In the future if there could be two separate classes for two different ability levels for functional cooking that would be ideal as it would lessen the class size as well as keep all participants engaged in challenging recipes and skill building.

3.5 Girl's Group

Program Description:

Our participants are learning the process of being responsible and making reasonable decisions when shopping for items needed. They establish budgets that are pre-planned and have the amount of money for the day. Skills are presented to the participant on how to manage money and make decisions independently. Social skills are also a great part of the program as well. At the end of day we take the opportunity to enjoy a drink with our friends and staff. Transportation is provided by DANI. The goals are to help participants be in control of their decisions and money.

Person Centered Focus:

Participants are given the opportunity to be organized and establish a sense of worth, trust, and understanding. Working together as a team, having each other to rely on to make plans that will benefit every individual in the group. Time management is also part of our group.

keeping everyone inclusive.

Program Details:

- How often is the class run: once a week
- Time/length of a class: 2 hours
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 5
- Number of Participants with 1-1 support: 1

Lesson Structure:

| | |
|-----------------------------|--|
| Intro | <ul style="list-style-type: none"> ● Participants are expected to gather their shopping lists which are prepared at home. Bring their money for their purchase for the day. Transportation is provided. ● We remain as a group at all times. Communicate to the group when a participant needs any support. |
| Activity 1: | <ul style="list-style-type: none"> ● Our activities take place in the retail store or mall. ● We discuss with participants their shopping lists, and what stores to go to. ● A plan is discussed with the group and a decision is made to manage our visit to the mall or retail shop. |
| Activity | <ul style="list-style-type: none"> ● Participants will make their purchases and keep their receipts. ● Discussion and conversations are supported to communicate. ● Develop social skills to build self esteem |
| Conclusion / Summary | <p>Once we complete our shopping list, we settle down in a coffee shop and enjoy our time together. Participants are given time to order their drink and pay. Knowing what they want gives them a sense of accomplishment and makes their choices independently. Once the drinks are done they are properly disposed of. Participants will gather their belongings and purchases, and return back to DANI.</p> |

Review of Successes:

Participants have gained a lot of experience. Learned to master their shopping needs and budgeting. They are usually very excited and look forward to spending time being social with their friends and staff.

Were there any challenges in the program?

The challenges are minimal; most of the participants are aware of their roles as shoppers and consumers and they heed well to the environment. The only challenge that may arise would be not having a shopping list or having enough money.

Future Suggestions and Ideas:

The outlook of the program to the participants is to introduce empowering activities that will future develop realistic goals and provide any support needed to encourage new ideas or plans. That they can benefit from and achieve positive results.

3.6 Healthy Living

Program Description:

The main goal of this class is to help participants learn about the importance of incorporating healthy habits into everyday life. Participants will develop an understanding of their bodies, how to look after themselves and maintain a healthy lifestyle by adopting healthy habits. These include maintaining a healthy environment by eating well, engaging in physical activity and keeping safe and healthy relationships with themselves and others. We will explore mental and emotional health to help participants recognize and incorporate healthy practices into our lives. Participants will learn skills like, communication, decision-making, coping, self-management, goal-setting, and avoidance of unhealthy behaviors.

Person Centered Focus:

- Each class participants are guided through a physical activity and staff provide modifications to include all different levels of ability.
- Participants are asked questions about their personal health journey in order to determine everyone's personal goals.
- We will explore different habits and routines of each participant and adjust the subject of each class depending on what goals we are working on in order to create healthy habits.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer: 0
- Total number of Participants: 4
- Number of Participants with 1-1 support: 0

Lesson Structure:

| | |
|--------------|---|
| Intro | <ul style="list-style-type: none"> ● Participants gather in the skills room and sit around the table in front of the television. ● Staff help move chairs for the participants to spread out and allow enough space to move freely. ● We begin the class with a discussion leading into a physical activity. |
|--------------|---|

| | |
|-----------------------------|--|
| Activity 1: | <ul style="list-style-type: none"> • We begin by following a warm up stretch or exercise video on the television to practice physical wellness. • During the warmer months we will include nature walks to help participants recognize the health benefits of being outdoors. • Participants use physical, auditory and visual skills to engage in wellness practices, encouraging a healthy practice for an overall understanding of healthy living. • After the warm up, staff provide water and briefly discuss the importance of physical movement and drinking water. |
| Activity 2: | <ul style="list-style-type: none"> • Participants then gather back around the table and staff begin leading a discussion, briefly reviewing the topics of the previous week. • We use the computer and speakers to watch videos and look up definitions and examples relating to the topics of the week. • Staff lead participants in little experiments designed to engage them in the daily practices of maintaining healthy habits. |
| Conclusion / Summary | <ul style="list-style-type: none"> • At the end of each class, participants are asked to follow a guided meditation and discuss what we have learned and answer any questions that might arise. |

Review of Successes:

Participants learn techniques to reinforce healthy living by practicing healthy habits, giving them skills to apply to everyday life like exercising daily, drinking enough water, eating healthy, and mindfulness practices.

The staff to participant ratio allows for a healthy variety of discussion and modifications of activities based on each individual's needs.

Participants show a high level of interest and participation in the activities which makes every class interesting and diverse when engaging in activities and discussions.

There has been a noticeable change in the participants' abilities and desire to recognize the benefits of developing healthy habits and apply them to everyday life.

Were there any challenges in the program?

Some participants require modification for physical activities and that can sometimes affect their motivation for the activities.

Distractions can arise when other programs are running and require other participants to use the room where this program is running.

The space we use can get crowded in the colder months when there isn't the option to go outside, this can make it difficult to comfortably practice physical activities.

Future Suggestions and Ideas:

The space can be adjusted or changed to support the activities and the participants comfort.

Incorporating more projects like making healthy snacks, stress balls, heating pads for sore muscles and gratitude journals could greatly benefit the program and participants.

3.7 Life Skills

Program Description:

Life Skills is a program designed to work on everyday skills that would be needed to live an independent life at any ability. Participants worked on skills such as personal hygiene, independence in daily routines, health and nutrition, and independent use of technology. The goal of this program is to help participants increase independence in a variety of daily life skills to improve self-care and active participation in contributing to their living environment.

Person Centered Focus:

- Program is split into two different curriculums: Daily Living and Independent Living, with participants divided according to their goals
- Activities in each of the two curriculums are selected based on goals identified by the participants and their families
- A combination of discussion, Smartboard activities, and hands-on activities are used to engage participants and give direct practice with the skills being taught

Program Details:

- How often is the class run: Once a week in two sections
- Time/length of a class: 1 hour
- Number of DANI staff: 4 (2 in each section)
- Number of students/volunteer: 6 (3 in each section)
- Total number of Participants: 15 (9 in Daily Living, 6 in Independent Living)
- Number of Participants with 1-1 support: 1

Lesson Structure:

| | |
|-----------------------------|---|
| Intro | <ul style="list-style-type: none"> ● Staff leads an intro activity about how the participants are feeling using the Zones of Regulation ● Participants are asked to share what they are feeling and why |
| Activity 1: | <ul style="list-style-type: none"> ● Warm-up activity that involves everyone giving verbal or non-verbal responses to questions or images at the board |
| Activity 2: | <ul style="list-style-type: none"> ● Staff lead a discussion on the topic of the day with slideshow, visuals and varying levels of interactivity |
| Conclusion / Summary | <ul style="list-style-type: none"> ● If time permits, the class is ended with a final table activity for hands-on practice or an additional discussion |

Review of Successes:

- Hands-on practice with computers and ipads was very successful with the Independent Living group
- Daily Living group got additional practice with skills that they have already worked on and several participants showed improvement in their fine motor skills

Were there any challenges in the program?

- Both groups had some challenges with the level of communication/input from the participants, which required staff to really push for more
- Some slideshows/activities found on Twinkl did not work as intended on the Smartboard, which could impact the content and interactivity of some lessons

Future Suggestions and Ideas:

- More hands-on activities needed for the Daily Living group to help make the program more interactive and less discussion-oriented
- Seek suggestions from OT services either within or outside the organization on how to further develop skills
- Partner with OT students or York/Seneca Rehab students to develop activities/programming

3.8 Social Skills

Program Description:

A small group of participants engage in a weekly social skills program that focuses on conversation skills, peer relations, and problem-solving skills. The participants in this program also set goals for themselves such as navigating challenging situations and strategies to avoid conflict. We work on different activities that these participants can benefit from not only at DANI but also in the community, and at home. Focusing on self-regulation skills as well as learning to understand and trust our emotions is the main goal of this program and a crucial life skill that aims to teach our participants.

Person Centered Focus:

- One participant in this program is quite verbal and is encouraged to help other participants in this program who have a harder time verbalizing themselves.
- Participants in this program sometimes work together as a team to complete activities.
- Participants get very excited for the start of the class because they get to talk about what color zone they are in. It is very important to get a positive discussion going to begin the program and we do that by talking about our feelings.

Program Details:

- How often is the class run: once a week
- Time/length of a class: one hour
- Number of DANI staff: 2
- Number of students/volunteer: 1

- Total number of Participants: 4
- Number of Participants with 1-1 support: 1

Lesson Structure:

| | |
|-----------------------------|---|
| Intro | <ul style="list-style-type: none"> • Participants gather around the table in the skills room to get ready for the activity. • The program begins with a morning check-in to see how participants are feeling and what color zone they are in. • A large tv is used so the participants can see the different color zones and a couple individuals in this group go up to the screen and point to which color zone they are in. |
| Activity 1: | <ul style="list-style-type: none"> • Working on worksheets including cut & paste activities and sorting activities about topics such as: • Appropriate vs. inappropriate behavior • Self-regulation (how to bring ourselves from the red zone to the green zone) • Voice scale - choosing the right time and place to use indoor vs. outdoor voices |
| Conclusion / Summary | <ul style="list-style-type: none"> • We conclude our activity by putting away the materials that were used. These materials include the glue stick, the scissors, and the sheets that were used for the activity. The group then transitions from the skills room to the program room to get ready for the next class. |

Review of Successes:

The group looks forward to this class throughout the week. One participant in particular regularly asks me about new activities I can potentially incorporate. This individual shows great engagement every week and encourages other participants in this program to participate in every single activity, which they do. This group has learned about new strategies and tools they can use to better deal with their emotions which they will hopefully use when needed.

Were there any challenges in the program?

Overall, this program was most certainly a success and it is a program I would like to keep for the next program year. Although we only had 4 participants in the program, we made each week count by working on activities that were suitable for these individuals. The one and only thing that was a challenge was that the group was quite small and having one or two more participants could bring out more of a discussion regarding the program which is always helpful.

Future Suggestions and Ideas:

As mentioned above, we can certainly have one or two more participants join this program.

It is a program that can be beneficial for all participants. Participants deal with different types of challenges on a daily basis and they are sometimes faced with situations where they have to work their way out of conflict. Working on our voice scales, completing problem-solving activities, and having positive interactions with our friends is absolutely essential and I truly believe the sky's the limit for this program. Besides having a small group and potentially adding a couple more participants to the program, I don't see any other challenges.

4. LITERACY - Program Reviews

4.1 Fairy Tales & Fables

Program Description:

Participants will explore a variety of popular fairy tales and fables in-depth, with a focus on character, setting and plot. Participants will be introduced to the themes of each story using an interactive approach, involving discussions, workbook activities, and crafts. Participants will work on reading comprehension and retention of details, use of descriptive language to discuss character and setting, and creative thinking.

Person Centered Focus:

- Many of the participants in this program have strong literacy skills with the ability to read and write independently. Reading the stories and reflecting on what they have read will help to increase comprehension and ability to apply what they have read in different contexts
- Each participant is given a workbook of activities relating to each story which are customized to their interests and literacy level (ie. reading comprehension questions, mazes, cut & paste activities, etc.)
- A variety of activities are used on a rotating basis over several weeks to fit the diverse learning styles of the individuals in the group
- Participants who can read more independently are beginning to work on reading strategies such as context cues, searching for information in the text, and applying what they have read to answer more abstract questions

Program Details:

- How often is the class run: 1 time per week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer: 2
- Total number of Participants: 8
- Number of Participants with 1-1 support: 1

Lesson Structure:

| | |
|-----------------------------|--|
| Intro | <ul style="list-style-type: none"> Participants are seated in a semi-circle facing the Smartboard. On weeks where our workbooks are being used, participants help to set up 2-3 tables together with chairs around. Staff position themselves between participants to assist with worksheets as needed. |
| Activity 1: | <ul style="list-style-type: none"> During the first week of each new story, staff introduce the story to the group and read it out loud using Smartboard resources that show a visual example with the text and pictures on the screen. Staff read the story to the group, and stop periodically to discuss the characters, setting and sequence of events. Participants are given opportunities to ask questions and share ideas. <p>If the story has already been read and discussed in a previous week, staff begin the class by reviewing what has been read. Participants are asked to share what they remember from the story and staff help to fill in missing details as needed</p> |
| Activity 2: | <ul style="list-style-type: none"> In subsequent weeks after a story is read, participants work on their individualized workbooks that include a variety of activities relating to the story. Activities may include colouring sheets, mazes, comprehension questions, character descriptions, etc. For each story, at least one week is also focused on a hands-on craft or activity relating to the story (ie. making puppets of characters, building popsicle sticks, gingerbread houses, etc.) |
| Conclusion / Summary | <ul style="list-style-type: none"> Staff summarize the story that has been read if needed, and collect workbooks to put away for the following weeks. If any crafts were completed, participants can put them in their lockers to take home or the Art Room to dry if needed to take home another day. |

Review of Successes:

Participants seemed to really enjoy the stories that were read and had many requests for other fairy tales they would like to read

Individualized workbooks allowed each participant to engage with the story in a variety of ways, which seemed to maintain their interest more than group discussions

Participants especially enjoyed the crafts relating to each of the stories

Many of the participants showed strong retention of details of the stories from week to week and were able to complete activities with minimal repetitions of the story

Some participants were able to complete several of the workbook activities independently

Some participants have improved in their reading comprehension strategies, such as looking through the text to find needed information, and applying what they have read to answer a variety of creative questions

Participants seem to especially enjoy some of the creative activities, such as writing a letter

to the Big Bad Wolf

Were there any challenges in the program?

Participants who are non-verbal had more difficulty engaging in some aspects of the class, and it could be more difficult to assess whether they were understanding the story

Some fairy tales that staff planned on including in the program had limited online resources available, making it more difficult to have enough material to work with

Some worksheets were unexpectedly frustrating for participants (ie. too many items on the page, unclear what needed to be done)

Using duotangs for each workbook was not the most effective since they filled up quickly and any pages that had glue tended to stick together and ruin other activities

Relatively high level of support needed to ensure participants understood the instructions for each workbook activity and to assist with writing as needed

Since each participant's workbook included a different range of activities, it could be difficult to gauge how long they would take. Some participants may finish all of their activities much more quickly than others

There could be challenges at times loading up the story in the Smartboard since the file downloaded in an unusual format that wouldn't always load correctly, so a lot of time might be wasted waiting for it to load or trying alternatives

The class must end early to set up for Art, which can lead to other groups coming into the room before we are finished which can be disruptive

Future Suggestions and Ideas:

Research more online resources to expand the range of stories available with enough content to include

Explore possibility of including fairy tales and fables from other cultures around the world, and stories that may be less familiar to the participants

Search online for more video versions of the stories that are being read to help supplement the version that is read out to the group

Depending on the skills of the participants in the group, some participants might enjoy the chance to read part of the story out loud to the group

Invite guest readers (ie. librarians from the Bathurst Clark Library) to read and discuss a fairy tale with the group

Create a bank of craft ideas and interactive games available that could be adapted to a variety of stories

Continue to offer opportunities to students to take the lead on planning an activity related to each of the stories that the group is reading

Switch the participants who are in the group - with people who are more similar in reading/writing ability, it would be easier to work on more group activities or use more similar workbooks so it easier to plan how much time to spend on each story

Participants may enjoy having opportunities to act out parts of the stories as we are reading them. This is something that could be incorporated more often in the future

4.2 Newsletter

Program Description:

Participants write and/or dictate articles about their programs and activities to be published in the bi-weekly DANI Days newsletter, which keeps families and the community informed about what is happening at DANI. Participants are expected to describe their activities at DANI in as much detail as possible, with a focus on accurate recall of events, sequencing, and descriptive language. Through the process of sharing their activities, participants develop their abilities to communicate clearly and foster connections with others and the community.

Person Centered Focus:

- Some participants are working on independent use of technology to type and share their own articles using Google Drive or email
- Participants who need assistance to write are paired with a staff to prompt them with questions to elicit more detailed information
- Participants are typically paired with the same staff each week to write their article, which allows that staff to become familiar with their communication style and develop a personalized approach for how best to prompt that participant
- Photos of various activities can be used to prompt participants to share more details about their chosen topic
- The length of article expected differs depending on the individual's writing and/or verbal communication abilities
- Participants who are not able to write or dictate articles may be offered alternative literacy-focused programming while the group works on their articles

Program Details:

- How often is the class run: 1x per week at each campus, with additional sessions added as needed for those who are only there on different days
- Time/length of a class: 1 hour
- Number of DANI staff: 7 (Clark Campus) and 7 (Magnetic Campus)
- Number of students/volunteer: 5 (Clark Campus) and 2 (Magnetic Campus)
- Total number of Participants: 15 (Clark Campus) and 20 (Magnetic Campus)
- Number of Participants with 1-1 support: 1 (Clark Campus) and 3 (Magnetic Campus)

Lesson Structure:

| | |
|--------------|---|
| Intro | Participants are assigned to a staff, student or volunteer to assist them with their article, at a ratio of 1 staff to 1-2 participants. The lead staff offers topic suggestions to each pair and assists with the appropriate choice of topic as needed. Participants are encouraged to choose a topic related to something they are doing at DANI, rather than outside activities, wherever possible. |
|--------------|---|

| | |
|-----------------------------|--|
| Activity 1: | Each pair sits at a desk around the Program Room (Clark Campus) or Drama Room (Magnetic Campus), and sets themselves up with a paper and pen or a laptop/ipad depending on individual needs. |
| Activity 2: | <p>Staff/students/volunteers prompt participants with questions to share information about their chosen topics. Photos may be used to remind participants of activities and encourage them to share more details. For participants who need assistance with writing, the staff/student/volunteer writes down what is said using the participants' own words.</p> <p>For participants who are writing independently, staff help to set them up with a paper or device as needed and check in periodically to assist as needed. Participants write about their chosen topic in as much detail as possible.</p> |
| Conclusion / Summary | All articles are submitted to the lead staff by physically returning the papers or sharing any articles that are typed using Google Drive. Articles from Magnetic are put into a weekly folder on the drive to be shared so they are accessible to lead staff at Clark Campus. |

Review of Successes:

- Participants play an active role in choosing what to share in the newsletter and more than half of each edition is made up of their contributions
- Families and the community are provided with up-to-date information about what is happening at both campuses and involving all branches (ie. VILA, social enterprises, cafe events, etc.)
- Some participants have shown a strong motivation to share their activities in the newsletter and take great pride in seeing their articles and photos in the finished product when it is sent out
- Many participants have improved in their ability to share more details about their programs and have started to write/dictate longer articles
- Several participants have also been able to write articles completely independently using a laptop
- A solid system has been developed for communication about weekly articles between Clark and Magnetic, using weekly Program Update logsheets, topic suggestions offered, etc.
- The newsletter has expanded to include contributions from more participants in total, with between 25-30 participants contributing articles to each edition and photos of nearly everyone are in every edition
- By including news from both campuses, participants can see what their friends are doing at the other campus and families are given a more complete picture of what is going on at program
- Families have expressed strong positive feedback about seeing photos in the newsletter and enjoy getting to see the variety of activities. Feedback has often

indicated that photos are a highlight for many families, and especially for participants

- Pieces from the newsletter as well as completed editions are also used as promotional materials for DANI during fundraisers and on social media, which helps to promote DANI's programs and social enterprises in the community
- Switching to Canva instead of Microsoft Word to put together the final copy of each edition had made the process much smoother since Canva makes it easier to add photos and adjust sizes of items on the page

Were there any challenges in the program?

- Although photos of programs are essential to the newsletter, staff from both campuses have indicated that it can be difficult to remember to take photos while leading programs. Frequent reminders are needed to ensure photos are taken and uploaded/sent in a timely manner
- Input from staff required to keep lead staff updated on what is happening in programs for the What We're Working On Section for both campuses. At times, there has been difficulty gathering information in a timely manner
- Newsletter sessions can be easily impacted by schedule changes (ie. holidays, special events, additional play rehearsals) or staffing changes
- High staff-to-participant ratio is necessary – even participants who are writing independently should have someone available to check on them for spelling, sentence structure, or to ensure appropriate topic and article length
- May be difficult for staff who are less familiar with the activity that the participant is describing to know how to prompt them
- Many participants require prompting to elaborate on their ideas and offer more detail to ensure the article is an appropriate length (5 sentences minimum) and remains on-topic – it may be challenging for staff to know how best to prompt each person, especially if they are less familiar with the participant or the program they are describing
- Can be difficult to include participants who attend program less frequently (ie. individuals who are at program for half-days, or only a couple of times per week) – staff must be especially conscious to ensure they are involved and/or present in photos
- Some participants have a tendency to repeat the same article topics each week and require more support from staff to vary their topic choices
- When multiple participants are working on newsletters at the same time/near each other, the room can become noisy and it can be difficult for participants to remain focused on their own work
- Significant amount of prep time is needed to put together each newsletter, including time during the workweek to type, edit and organize articles and photos, and approximately 8 hours at home per newsletter to put together the final copy
- Can be challenging to find a balance to include as many people as possible without the newsletter becoming overly long

Future Suggestions and Ideas:

- Continuing to organize the newsletter as a two-week cycle helps to ensure that the majority of participants have the opportunity to write, as well as creating a backlog of articles that can still be used whenever someone is absent
- Program time for newsletter should be scheduled on a day and time when there is adequate support to ensure a 1:1 or 1:2 ratio, and ideally on days that are less likely to be disrupted by schedule changes
- Assign a staff or student who is supporting each program, rather than the staff leading, to be in charge of taking photos, including in-house programs and work placements. Photos should continue to be taken even when activities are similar each week to ensure variety and opportunities for everyone to be visible
- Ensure a consistent routine is in place for all staff to upload their photos to the Drive each week
- Lead staff should continue to create and share an updated set of newsletter “rules” and expectations available to staff and students at both campuses to ensure everyone has the same instructions
- Encourage a minimum expectation of at least 10 sentences for more independent writers and at least 5 sentences per article for participants who need more support
- Continue to use weekly “Program Updates” sheets for Magnetic to fill in with a brief note of what is happening in each program
- To encourage participants to choose a range of topics, offer a list of suggested topics each week as well as a “Banned” list to encourage participants to take a break from repeated topics as needed
- Utilize templates and prompts available on the Drive more often to assist participants with the process of sharing information (ie. sample questions for different topics)
- Continue to encourage participants to elaborate on ideas with as much detail as possible, and use photos to support them in remembering what happened
- Explore options on Canva for incorporating more multimedia options such as video clips or audio files directly into the newsletter
- Explore the possibility of partnering with the Broadcasting group to share news and updates in multiple formats
- Explore the possibility of using speech-to-text options for participants who have an easier time expressing themselves verbally than in writing
- Consistent communication between lead staff and other branches of DANI (including social enterprises, and both campuses) is needed to provide updates and material for upcoming editions in a timely manner – lead staff will continue to check in on a weekly basis to gather information as needed

4.3 Trivia

Program Description:

Participants participate in a weekly trivia class that covers different themes every week. After a long day, participants get to sit back, relax, and find some entertainment in themes they

are familiar with. Learning about new themes can also lead to more creativity, innovation and problem-solving skills.

Person Centered Focus:

- Some participants in this group have expressed their desire to have trivia topics they are acquainted with.
- Participants with good knowledge of different themes are encouraged to assist other participants who may have a more difficult time answering questions.
- One participant in this group is non-verbal and he answers the questions by coming up to the smartboard and points to the one he thinks is correct.

Program Details:

- How often is the class run: 1 time per week
- Time/length of a class: 1 hour
- Number of DANI staff: 4
- Number of students/volunteer: 1
- Total number of Participants: 10
- Number of Participants with 1-1 support: 1

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> • The group gathers in the program room to get ready for a fun-filled trivia class. The group is verbally provided with a trivia topic and the questions are presented in a multiple choice format. |
| Activity 1: | <ul style="list-style-type: none"> • The smartboard is used for the trivia program and the questions are shown on google slideshow |
| Activity 2: | <ul style="list-style-type: none"> • Each participant gets a chance to answer the questions. Once everyone gets a turn, the group does a drumroll right before the answer is provided on the smartboard. • Once the trivia is concluded, there is normally 30 minutes left of program time. We then play a game of Deal or no Deal, Family Feud or Hangman to finish off the day. |
| Conclusion / Summary | <ul style="list-style-type: none"> • The game usually concludes between 3:45-3:50 just so participants have enough time to grab their personal belongings to go home. Participants are also reminded to use the facilities before leaving the building. |

Review of Successes:

- Participants in this program have shown tremendous engagement and often express their excitement to myself and the staff/students who support this program.
- High-staff-to-participant ratio ensured each participant got help with questions/topics they had a more difficult time answering.
- Many participants in this program have great knowledge of trivia themes and normally

know the answers to almost every question.

- Participants gather around the smartboard every Monday at 3:00 pm and normally ask what the theme will be before I even turn the smartboard on. This shows me that they are excited and ready to take on a new challenge.

Were there any challenges in the program?

- Having a large group sometimes led to a lot of noise and certain participants who wanted to focus on the task at hand would get irritated by the participants who were being disruptive.
- A couple of the participants in this program wanted to sit closest to the smartboard every week so they would get a good view of the questions. I often have to remind participants that taking turns with each other is important and that everyone will get a turn to sit closest to the board on a weekly basis.
- Once the trivia portion concluded, about half of the group would only want to play Deal or no Deal and the other half would only want to play Family Feud for the remainder of the day.

Future Suggestions and Ideas:

Overall, the program was definitely a success and participants thoroughly enjoyed this program on a weekly basis. They would look forward to it all week and would often ask about new themes that could potentially be incorporated. A couple of future suggestions that participants can benefit from would be to look at new themes that participants are familiar with and to potentially lengthen the trivia portion of the class.

4.4 Short Stories

Program Description:

The Short Stories program exposes participants to a range of short stories and offers opportunities to explore their content through various activities. The primary goals of the class are to introduce participants to diverse themes and ideas conveyed in the stories, while encouraging exploration, engagement, and self-expression through creative exercises. Participants have the chance to enhance their reading and comprehension skills, expand their vocabulary, and engage in introspection by exploring their own thoughts, feelings, and ideas. Moreover, the communal setting of story reading creates a supportive and collaborative atmosphere, fostering a sense of community among the participants.

Person Centered Focus:

The Short Stories program is designed to accommodate participants with varying levels of abilities. The stories are carefully selected to be relatable and comprehensible to all participants. To improve participants' understanding of the story, the facilitator pauses at different intervals to rephrase and interpret the narrative. By engaging with the story's themes and exploring different perspectives, participants gain a deeper understanding of themselves and their own experiences. This process of reflection and exploration can lead to personal

growth, increased self-awareness, and the development of new insights and perspectives. Ultimately, the program aims to help participants connect with the stories on a personal level and find meaning in their own lives.

Program Details:

- How often is the class run: once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer: 1 volunteer and or 1 student
- Total number of Participants: 11
- Number of Participants with 1-1 support: 2

Lesson Structure:

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| <p>Intro</p> | <p>Before the class begins, the staff sets up the story on the smartboard and asks all the participants to take a chair and move into a semi-circle close to the front of the class. Once all the participants are seated, the facilitator introduces the title of the story to be read and asks if anyone has heard or read this story before.</p> |
| <p>Activity 1:</p> | <p>Reading of the story (approximately 20-25 minutes): As the story is played, the volume is muted, there are subtitles and pictures on each page of the book. The participants are asked to take turns reading the story. Depending on the participants' reading abilities some may read more pages than others. The participants who cannot read are also welcomed to come closer to the board as the facilitator would say the words quietly and the participant would say it out loud for all to hear. Throughout the story reading, the facilitator would make frequent pauses to ask the participants questions about what was read or ask for their opinion on some matter from the story.</p> |
| <p>Activity 2:</p> | <p>After finishing reading the story, staff asks the participants to go back to their seats and introduces the next activity. Depending on the story, the activities vary for each class. Here are examples of some of the activities that have been utilized in the class: Coloring and molding using playdough (ex. Coloring a flower, molding matzah man), coloring by numbers, etc. Bingo games (ex. Israel Independence Day bingo), mazes, trivia., etc. Brainstorming (group activity)- write down all the words that come to mind when reflecting on the story. Creative exercises that encourage participants to reflect on the story and relate it to their personal experiences. For instance, after reading "The Lion Inside," participants received a handout with pictures of twelve animals and their associated strengths, such as the elephant for kindness, the</p> |

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| | monkey for fun, and the rabbit for gentleness. Participants were asked to choose three qualities that they felt represented them the most. |
| Conclusion / Summary | The facilitator thanks all the participants for their engagement in the class and asks if they have enjoyed the story. |

Review of Successes:

Stories that are short and easier to follow, with simpler themes and concepts, work best as most of the participants are able to follow the storyline and stay engaged throughout the reading. Taking turns and allowing all participants to read helps maintain their focus on the story. Additionally, pausing the story at various points to ask questions regarding the story provides an opportunity to ensure that all participants are following the story as well as helping participants to better comprehend the story. Overall, the second half of the program, during the activity #2, all participants are engaged and seem to enjoy doing the various activities. Having activities that accommodate all abilities ensures that participants stay engaged and can relate personally to the material.

Were there any challenges in the program?

Participants with low reading comprehension ability and or those that struggle to maintain focus throughout the whole story may find it challenging to follow the story and fully understand its content. Some participants require prompts from staff to continue reading, this causes a disruption in the flow of the story, thus, making it difficult for other participants to maintain focus and stay engaged.

Future Suggestions and Ideas:

To enhance the fluency of the story reading, staff can adopt a more structured approach. Rather than asking who would like to read next, staff can inform participants that turns will be taken in a set order, such as the person sitting next to the current reader. Additionally, assigning a specific number of pages per person, such as two pages per turn, can reduce the time and cues needed for participants to start reading. By knowing when it is their turn and how much they will be reading, participants can be better prepared and engaged in the reading of the story. This can ultimately improve the overall experience and participation for all the participants.

5. RECREATION - Program Reviews

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| 5.1 Antibes Community Centre |
| <p><u>Program Description:</u> Participants go to the Community Center to have programmed physical activity, space to walk around and interact with members of the community such as community centre staff.</p> |

Participants can choose from a variety of activities that are facilitated by staff and/or peers, such as; stretching, basketball, jumping rope, running, comprehension games, mobility work. The program focuses on positive physical and mental wellbeing by; encouraging individual and team activity, increasing/maintaining physical activity and movement, increasing confidence and allowing for both structured and free time for participants to explore their interests and build relationships with each other. The goal is for participants to gain skills to stay active, healthy, and mobile during the day, so they can gain autonomy and learn how to do these activities on their own time too.

Person Centered Focus:

There is a Person-Centered Approach to the class as participants expressed interests are what lead the class structure as well as their goals. Social and communication skills are many participants' goals and activities are made to encourage these skills. For example, participants lead stretching and are encouraged to work amongst themselves to decide who leads first and make sure they verbally/physically demonstrate to their peers. A variety of sports equipment participants have requested is brought for unstructured time so that participants can choose what sport they want to play (basketball, soccer, scoops and cones, etc.) and the participants have begun forming social groups to engage with based on interest. *For participants who need a break from physical and/or social stimulation, staff bring smaller games and activities that can be done quietly at the other end of the gym.*

Program Details:

- How often is the class run: 1
- Time/length of a class: 2hr
- Number of DANI staff: 5
- Number of students/volunteer: 13
- Total number of Participants: 2
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| Intro | We take the bus to the community centre. When we get to the community centre we introduce the class and make sure the balls are pumped. |
| Activity 1: | We get in a circle and do group stretching. Each participant gets a turn to lead a stretch for the group and count to 10, as a group we all do the stretches together and everyone gets a turn to lead. |
| Activity 2/3: | Structured and unstructured play time. Participants can play scoops and cones, basketball, soccer, bean bags or other activities. They can also choose to play with their friends and/or walk the gym |
| Conclusion / Summary | The class is wrapped up, everyone washes their hands, puts the balls, equipment and ball pump away. Change their shoes and put on their jackets (depending on the season) and get ready to get on the bus. |

Review of Successes:

Facilitating the community centre program in the afternoon is great for participants to release energy after lunch. They are generally energetic, interact with staff at the community centre, members of the community and their peers and staff/students. It provides time for participants to be athletic and active, getting daily movement and exercise. Even those who do not always enjoy sports have enjoyed the community centre as it is a change in environment and the activities are always changing, they can also use it as social time. We bring smaller games and activities for those who need a break or may want to play with kinetic sand or write a newsletter. Participants are able to do their own activity (ex. Shoot hoops) and/or walk around and socialize during the free time that many participants expressed enjoying.

This is a great program to get participants active, moving, and outside of the normal routine. Ability to be independent and play their own sport / have their independent time. It allows participants to be active together in a new setting, as well as participate in activities and interact with community members. It is a great location (not too far from Magnetic campus) and is scheduled at a great time (post-lunch). This program makes sure DANI stays true to its mission of Active Living & Recreation Programs.

Were there any challenges in the program?

Not all participants are interested in the same physical activity so a challenge can be trying to accommodate/support the participants in trying and succeeding in all these activities. Not all interests of participants are the same so encouraging everyone to try all the different activities.

Future Suggestions and Ideas:

I would continue/start again to bring music as it adds an extra level of engagement, fun and activity to the program. We can incorporate freeze dance and other dancing activities. Engaging all participants by utilizing activities that work with their strengths and continuing to allow the program to be flexible in engagement and activity. We have also started bringing games and other activities such as Kinetic Sand to play with if they need a break. Implement less sports specific and more group-focused activities to improve teamwork and collaboration skills (i.e., simon says, tag games, ball games, dancing, stretching, exercising). Implement dance classes and continue with the group having multiple activities at once ie. basketball and yoga.

5.2 Bowling

Program Description:

Participants visit the bowling alley to play a round of 10-pin bowling. Participants work on turn-taking and social skills, including communication with other players on their lane, leadership, and encouraging their friends. This is a simple and accessible recreational activity that is highly enjoyed by the majority of the participants, and provides opportunities for

movement and socializing in a community setting.

Person Centered Focus:

- Ramps are provided by the bowling alley for individuals who need them
- Bumpers can be raised in the gutters if needed
- Participants are paired to assist each other with moving the ramp and carrying the bowling ball to the lane
- Participants can take on a leadership role to remind the next player that it is their turn

Program Details:

- How often is the class run: 1x per week (Fall only)
- Time/length of a class: 2 hours
- Number of DANI staff: 5
- Number of students/volunteer: 2
- Total number of Participants: 15
- Number of Participants with 1-1 support: 1

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> ● Before leaving for the bowling alley, staff prepare a list of which participants and staff/students will be in each lane ● Upon arrival to the bowling alley, participants are directed the lanes for our group ● Staff get bowling shoes for everyone from the counter and assist participants as needed to put on their shoes ● Players names are entered into the screen |
| Activity 1: | <ul style="list-style-type: none"> ● Participants take turns bowling in their lane |
| Activity 2: | <ul style="list-style-type: none"> ● Participants may remind the next player when it is their turn ● While waiting for their turn, participants socialize and chat with each other |
| Conclusion / Summary | <ul style="list-style-type: none"> ● Participants return their shoes to the front counter and go back to the bus |

Review of Successes:

- Many participants enjoy bowling
- When the program was discontinued due to schedule changes for the winter, several participants and some families asked about it and seemed interested in it continuing
- Most participants take their turn fully independently
- Leadership opportunities are available for some participants to help manage their lane and ensure a smooth flow between turns

Were there any challenges in the program?

- Some participants have little interest in bowling in general and do not play

- The bowling alley is typically very noisy and dark, which can be challenging for participants who have any hearing or vision difficulties
- Getting up to the lane can be challenging for individuals who have mobility difficulties

Future Suggestions and Ideas:

- Consider modifying the group to only include participants who are interested in playing

5.3 BURST OF ENERGY

Program Description:

Burst of Energy is an engaging and high-energy dance class that provides a safe and inclusive space for individuals to express themselves through movement and music. This class focuses on building strength, coordination, balance, flexibility, and healthy exercise through a variety of dance techniques and movements. Throughout the class, participants learn a variety of dance styles and techniques, including both structured dances and opportunities to freestyle. The goal of the class is to empower individuals of all abilities to express themselves through the medium of dance.

Person-Centered Approach:

This dance class embodies a person-centered approach by tailoring its structure and activities to accommodate the unique needs and abilities of each participant. Adaptability is showcased through personalized support and accommodations, such as providing wheelchair accessibility for individuals with mobility impairments and demonstrating chair/sitting modifications for those using walkers. The class remains flexible, allowing for modifications to dance movements or routines to ensure inclusivity. For instance, alternative dance steps are offered, and the program adjusts the tempo or choreography as needed. This approach fosters a safe and engaging space where participants can freely express themselves through movement and music, promoting empowerment and individualized experiences within the dance class.

Program Details:

- How often is the class run: once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 3
- Number of students/volunteers:
- Total number of Participants:9
- Number of Participants with 1-1 support: 3

Lesson Structure:

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| Intro | In this program, we have created a safe and comfortable space for all participants to move and dance around freely. To make sure there's plenty of room for our participants, we push all the chairs and tables back to |
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| | <p>create a big open space in the center of the room. A spacious and open environment is essential for everyone to feel comfortable and enjoy themselves, and overall, it provides a successful dance program.</p> <p>At the beginning of our dance class, we start with a warm-up that includes stretching in an interactive and engaging way to upbeat and fun music. To add a fun twist, we have a spinning wheel on the projector that each participant gets to take a turn spinning. The wheel has different stretches written on it, so it's a surprise which one we'll do next! We also follow along with some stretching videos to keep things interesting and to ensure that we're properly stretching all of our muscles. In addition, we do an open circle where each participant gets to think of a stretch to lead, which allows everyone to participate and feel included.</p> |
| <p>Activity 1:</p> | <p>After the introductory portion of the class, we move on to the instructional dancing portion. During this part of the class, we learn and practice different dances that involve weekly steps, choreography, and follow-along routines. By building on what we've learned in previous weeks, we work towards executing the dance movements with more comfort and familiarity. One of the things that the participants enjoyed the most about this portion of the class was dancing to the upbeat music. Through regular practice and guidance, they also become more familiar with dancing to the rhythm and beat of the music. This helps them to develop their musicality and coordination while having fun and feeling energized. The instructional dancing section of the class is a great way for everyone to learn new skills, build their confidence, and enjoy the joy of dancing with their peers.</p> <p>The class relies heavily on fun and upbeat music to create a lively and engaging atmosphere. The music is played through a TV projector that is located at the front of the room, and participants enjoy listening and dancing along to the music. However, when the weather is nice outside, the class may go outdoors for a change of scenery.</p> |
| <p>Activity 2:</p> | <p>Participants are able to express themselves creatively through movement and music. During each class, participants have the opportunity to improvise and dance in a way that feels good and natural to them while also implementing the steps and movements they've learned in previous classes. One of the unique aspects of the class is the use of musical scarves, which adds an extra element of fun and engagement to the experience. Participants enjoy swaying the scarves along with the music, which can help with physical coordination skills. Tossing the scarves back and forth and doing specific techniques we learn with the scarves also helps to develop fine motor skills. Each week, the class dances to different genres of music, which helps to keep things fresh and exciting.</p> |

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| | Every week, we gather around the TV projector and improvise to upbeat music that participants have the opportunity to choose. Participants enjoy dancing with the musical scarves as a unique prop. |
| Conclusion / Summary | At the end of the class, we will have a cool-down stretch session where participants can choose their preferred stretches and have the chance to lead. After the cool-down, we will select a meditation mindfulness technique to practice on the projector. Once we feel relaxed and fully cooled down, we will put the tables and chairs back in their original formation for the next class. |

Review of Successes:

Each week, I get to witness the growth and development of our participants as they improve their dance skills and express themselves through dancing. By creating a safe and welcoming environment, we encourage our students to explore their creativity, develop their confidence, and improve in their kinesthetic abilities.

Were there any challenges in the program?

Our program had a challenging aspect because it was held at the same time as a music class next door. We had to be mindful of the volume of our music so we did not disturb the other class, which was singing and recording. However, at times, the music was too loud for the other class which limited our dance class's ability to have the music at a comfortable volume for the participants. For the future it would be beneficial to have these two classes not running at the same time.

Future Suggestions and Ideas:

Dance Performance:

I can take the dance class to see a professional dance performance. This can be an exciting and inspiring way for the participants to experience dance in a different setting and to learn from experts in the field.

Gymnastics Facility:

Many gymnastics facilities have open gym hours where the participants can enjoy themselves and learn movement through simple and enjoyable gymnastic skills

Possible beneficial supplies: Ribbon wands, Music instruments, Glow sticks, Hula Hoops

5.4 Drumming

Program Description:

Participants take part in a drum circle using drumsticks and a basketball. Participants practice following patterns and simple movements, remaining on beat, and creative expression through movement. This provides an accessible movement opportunity to be active and practice coordination and motor skills in a fun environment. This program also

provides a new way for participants to enjoy music and relieve stress in a fun and creative setting.

Person Centered Focus:

- Playlists are created by the lead staff which take into account the participants' music tastes and includes songs that they enjoy
- Movements and patterns are modeled for the group with opportunities to practice them all at the beginning of the session
- Support staff and students can be paired with individuals to help modify movements as needed or provide a closer demonstration of the motions
- Participants can also choose to dance to the songs or drum using their own movements instead of following the leader

Program Details:

- How often is the class run: 1x per week
- Time/length of a class: 1 hour
- Number of DANI staff: 3
- Number of students/volunteer: 1
- Total number of Participants: 8
- Number of Participants with 1-1 support: 1

Lesson Structure:

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|-----------------------------|---|
| Intro | <ul style="list-style-type: none"> ● Stretching and dancing warm-ups are done first to help participants loosen up their bodies and get their energy flowing ● Chairs are set up in a circle around the program room ● A basketball and pair of drumsticks is handed out to each participant |
| Activity 1: | <ul style="list-style-type: none"> ● The staff lead sits at the front of the circle and leads the group through a demonstration of the drumming movements |
| Activity 2: | <ul style="list-style-type: none"> ● Songs are played using a premade playlist on Youtube ● For each song, the lead staff demonstrates the movements/patterns for the participants to follow along ● Participants are encouraged to drum or dance along to the songs |
| Conclusion / Summary | <ul style="list-style-type: none"> ● Participants return their basketballs and drumsticks to the bins and return them to the cupboard |

Review of Successes:

- Many of the participants enjoyed drumming along to the music and actively participated
- Several of the participants were able to follow along with the patterns and movements very well just using visual demonstrations
- Participants seemed to enjoy the themed playlists and exposure to new kinds of

music

Were there any challenges in the program?

- There sometimes were not enough basketballs or drum sticks for the entire group, especially on occasions where the program was offered to larger numbers of people
- Issues with the Smartboard or Wifi could cause problems accessing Youtube playlists

Future Suggestions and Ideas:

- Purchase more drumsticks to ensure there are enough for everyone to use
- Continue to develop a range of themed playlists to provide more exposure to different songs and music styles

5.5 Lego

Program Description:

The lego program is made for participants to work individually, as teams, follow instructions but also be creative. Types of activities include learning about mazes and then creating their own out of lego, building and playing lego board games, bowling, etc. These activities are all focused around refining and improving fine motor skills, hand eye coordination and problem solving.

Person Centered Focus:

With lego being such a versatile activity to work with there are blocks of all shapes and sizes that can accommodate needs of various participants. Having different sizes, colors of blocks and shapes can accommodate both visual and physical needs. Instructions are verbalized as well as printed with text and images to accommodate all literacy abilities as well some with larger fonts for those who need.

Program Details:

- How often is the class run: 1 day a week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer: 2
- Total number of Participants: 11
- Number of Participants with 1-1 support: 2

Lesson Structure:

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|---------------------|---|
| <p>Intro</p> | <p>When it is time for the class to begin participants are given a couple of minutes to use the facilities and settle in so the class can start. Once commenced,</p> <p>The room is set up in 3 small groups that change regularly. The activity will</p> |
|---------------------|---|

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| | be introduced and a breakdown of what is to be expected then we talk about what learning techniques we will be using like physical and visual. The instructions/picture are put up on the smart board as a reference throughout the class. |
| Activity 1: | Participants go over the instructions and assist in distributing the lego in portions that are complementary to the activity. Staff will then work with each group to go over the instructions again and physically show the class what the goal of the class is with them. All activities focus on using kinesthetic and visual learning techniques to engage participants. |
| Activity 2: | All activities focus on using kinesthetic and visual learning techniques to engage participants. Ex. lego maze, lego challenges, lego bingo, bowling, hangman, etc. |
| Conclusion / Summary | Ten minutes before the end of the class participants are told that cleanup will start in five minutes. This allows participants time to finish and transition out of the activity. During clean up all lego must go back into the bins/bags they were taken from. |

Review of Successes:

Building lego mazes was an amazingly beneficial activity because the participants got to build on all of the skills meant to be practiced in the class as well many showed interest and creativity who otherwise hold back. They were able to refine their fine motor skills by placing lego on to the base plate. Throughout the year it was observed that participants who would have troubles with using smaller legos developed their hand eye coordination and fine motor skills making it easier to build. For example; making a maze and then becoming frustrated with placing and maneuvering the marble through the maze. After a few classes participants practiced problem solving and showed excitement in the class as they were better able to physically and mentally navigate the marble in their maze.

Were there any challenges in the program?

Lego Guess Who was one activity that was challenging for the participants. The main difficulty was having participants make up their own questions to work towards the end goal of finding the person.

Future Suggestions and Ideas:

I would try to implement more social activities that get participants to work together as a team to complete a common objective or taking turns placing blocks.

5.6 Music with Ellen

Program Description:

Singing and enjoying musical selections with Ellen, a volunteer who visits once per week to play songs on piano and/or guitar and sing with participants. This program is a leisure experience that allows participants to learn new songs, have a chance to sing/dance if they would like, and relax

Person Centered Focus:

- Participants are offered the opportunity to take turns requesting favourite songs for Ellen to play for the group
- Ellen has developed a repertoire of songs that the participants enjoy and that suit individual interests (ie. Disney songs, Beatles, etc.) and uses these to engage everyone as much as possible

Program Details:

- How often is the class run: 1
- Time/length of a class: 45-50 min
- Number of DANI staff: 4
- Number of students/volunteer: 2
- Total number of Participants: 16
- Number of Participants with 1-1 support: 1-2

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> • Participants sit in a semi-circle around the Program Room with space left at the front for Ellen to sit facing everyone • Ellen begins by playing and singing some introductory songs |
| Activity 1: | <ul style="list-style-type: none"> • Ellen will then play songs related to a certain theme (seasons, holidays etc.) if applicable |
| Activity 2: | <ul style="list-style-type: none"> • Participants request songs that they would like Ellen to play |
| Conclusion / Summary | <ul style="list-style-type: none"> • Ellen plays the “Goodbye Song” between 3:40 - 3:45, depending how many participants are left at DANI, as directed by the staff |

Review of Successes:

- The participants all love Ellen
- She does a wonderful job at engaging the participants
- Ellen has learned new songs that the participants have requested that she did not know

Were there any challenges in the program?

- Changing the music and musical activities to avoid being limited to the same songs every week

Future Suggestions and Ideas:

- To vary the musical activities and playing some musical guessing games.

5.7 Musical Theatre

Program Description:

Participants are exposed to a variety of popular musicals through watching clips, discussing plot and characters, and listening to songs. This program helps to expand knowledge and familiarity with types of music and develops greater recognition of a form of popular culture that could be shared and enjoyed with friends and family. Participants develop their ability to retain knowledge from previous weeks and take turns answering questions during discussions and activities. This class provides participants with a fun and engaging way to enjoy musicals and broaden their horizons.

Person Centered Focus:

- The musicals selected are tailored to the interests of the participants in the group, with extra attention to choose those that are already known and well-loved
- A variety of activities are used to engage the participants, including Name that Tune, karaoke, and trivia games
- Opportunities to sing karaoke or dance along to favourite songs can encourage leadership and help to build confidence in group settings
- Each participant is offered the opportunity to choose a song that they would like to hear or dance to

Program Details:

- How often is the class run: 1 time per week
- Time/length of a class: 1 hour
- Number of DANI staff: 4
- Number of students/volunteer: 2
- Total number of Participants:
- Number of Participants with 1-1 support: 14

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> ● Staff sits by the Smartboard to load up any videos or activities that are needed ● Participants sit in semi-circle or around the tables facing the Smartboard |
| Activity 1: | <ul style="list-style-type: none"> ● A specific musical is introduced to the group, and the general plot, characters and setting are discussed ● Clips from the stage production and/or movie versions are played to show examples of how the story is brought to life using movement, costumes, etc. ● Songs from the musical are played for the group |

| | |
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| Activity 2: | <ul style="list-style-type: none"> • A variety of games are offered to help familiarize participants with the songs from different musicals (ie. trivia, Name That Tune, etc.) • Participants are encouraged to take turns answering the questions |
| Conclusion / Summary | <ul style="list-style-type: none"> • Participants are offered the opportunity to choose a song to sing karaoke or dance to. Each participant is offered a turn to pick one song and take the lead on singing and/or dancing |

Review of Successes:

- Some participants showed a lot of enthusiasm for the games and activities, and enjoyed being able to answer the questions
- Participants especially seemed to enjoy the opportunity to choose a song to share with the group, and many were happy to get up and sing and dance
- Many of the participants have increased their familiarity with several musicals and are easily able to identify which one a song belongs to by watching or hearing a clip

Were there any challenges in the program?

- At times, some participants may need reminders to allow others a chance to try answering before shouting out their response
- Since the program was offered at the end of the day, some participants seemed tired and were less motivated to participate
- This program was not really suitable for participants with hearing impairments since the majority of activities were sound-based. Alternative activities should be offered if possible for them.

Future Suggestions and Ideas

- Continue to expand the range of musicals outside of those that the participants are already familiar with
- Continue to expand content to also include movies that have famous songs as well as on-stage musicals
- Ensure Smartboard activities include visuals so participants who are less verbal can indicate their choice easily

5.8 Olympic Games

Program Description:

The Olympic Games program discusses and explores various dimensions of wellness (including social, physical, and potentially spiritual) through many aspects. In the nicer weather, getting outside, appreciating the fresh air, learning skills for being in the community (ie. looking both ways before crossing a driveway/street). Some short term goals for olympic games include: to actively engage in recreation and leisure activities with peers and DANI staff, volunteers and students. To learn about new sports, activities and olympic games and

teams. To be aware of and incorporate skills learned from sport, recreation, and play into day-to-day activities. To understand rules of sport, teamwork and sportsmanship. Long term goals: to understand balance of work and recreation. To develop new skills or maintain current recreation skills. The transfer of learning and apply their new skills within and outside of DANI. Understand the importance of being outdoors and moving their bodies.

Person Centered Focus:

Person-centered care is continuously used throughout this program as everyone has different goals and abilities. Participants were asked their favourite sports or sports they would like to learn more about. Throughout the program participants were given images and words of new sports they may not have heard about such as Luge, then after learning about these new sports they were asked if they want to learn more about them and which ones. Videos, images, print-outs and visuals are used so everyone is able to understand, and discuss the new sports introduced. Using participant goals, participants are continuously learning skills for being in the community such as looking both ways to cross the road, walking together as a group, and how to mail a letter.

Program Details:

- How often is the class run: once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteers: 1
- Total number of Participants: 9
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| <p>Intro</p> | <p>The introduction includes an orientation of time and place by reviewing what the class is called. Review the previous week's activities. Discuss the daily activity and some goals or what they want to learn. Depending on if the class is taking place inside or outside will depend on how the class is set up.</p> <ul style="list-style-type: none"> ● Inside: Participants and staff will be set up in a semi circle or around the tables in the program room if we are inside. If we are in the gym we have a group introduction. ● Outside: we have an introduction in the group outside DANI after making sure all the participants, staff/students are present. If the class has more lesson content the class starts indoors and then moves outside. |
| <p>Activity 1:</p> | <p>The class begins with activities related to the topic of the day such as; videos of what sport we are doing, group discussion, printed or shared visuals using speakers for sound to display some skills. When we are outside the lesson may be the importance of looking both ways when crossing the road/driveways or how to mail a letter, side-walk etiquette, etc.</p> |

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| Activity 2: | During the skills portion of the class, participants stretch and warm up, watch the instructions and then practice/engage. Staff teach the activity by modeling what is expected and what is to be achieved so that participants can be fully engaged and comfortable. |
| Conclusion / Summary | At the end, the class wraps up with a summary of what we did during the class, asking what they want to do in the next class, cleaning up any equipment used, giving a warning about transition and what class is next. As well as stretching/ cool down and ensuring everyone has water to hydrate themselves. |

Review of Successes:

The program is scheduled for 2:00pm on a Thursday afternoon. It was a good time to stay active during the program. It is a small group which allows for positive engagement of discussion and group activity and more one-on-one support especially when learning new skills. The flexibility of facilitating the program outside has been a good success as well. Having a variety of locations has helped provide the opportunities of transfer of learning and change of scene. When there is time or good weather and we go for a walk, we apply the new lesson from class to other parts of our life, etc. Learning lessons such as sportsmanship and what being a “good athlete” means. We can refer back to in the future, especially if a participant struggles following lessons or sport rules in other classes or in between classes.

Were there any challenges in the program?

When we had this class after another very active class the participants were tired so we switched around the programming to not have active classes back to back. By 2:00pm some of the participants are tired and ready for a more relaxing in-house class so sometimes a walk or in-house lesson is better for some participants. During the winter it was cold and the snow limited what activities we could do outside, especially if the side-walks were not plowed.

Future Suggestions and Ideas:

It could be a great opportunity to partner with a local Olympics team or have an athlete with a disability come in to talk to us or do sports with us. When the weather is warmer it will be nice to go to the park or bring equipment back into a field or grass area to practice more skills in a better space and outside.

6. VOCATIONAL SKILLS - Program Reviews

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| <u>6.1 AISH HATORAH</u> |
| <u>Program Description:</u> |

Aish Hatorah is a synagogue where participants volunteer with organizing books, chairs and tables as well as having time to learn about Judaism. Participants gain satisfaction from accomplishing work tasks and working on their life skill abilities throughout the process of organizing the synagogue. Staff focus on assisting participants in gaining skills to complete the tasks more independently so that they can carry these skills in everyday life (sorting, matching, organizing, following instructions both verbal and written).

Person Centered Focus:

Every participant has different strengths and this setting allows staff to work with participants on their individual goals. One participant has a goal to gain leadership skills and is tasked with communicating to the group the instructions and assisting a specific individual by practicing not to do the task for someone but how to help. There are visual and auditory instructions as everyone benefits from different comprehension needs and staff will also model what is needed to be done for others.

Program Details:

- How often is the class run: once a week
- Time/length of a class: two hours
- Number of DANI staff: three
- Number of students/volunteer: none
- Total number of Participants: nine
- Number of Participants with 1-1 support: three

Lesson Structure:

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|--------------------|---|
| Intro | The class is set up in the Shul and we use the whole sanctuary. We start off in front of the Bima together for prayers and then we move to where the Torah is. After that, we gather in a circle for Parsha and songs. We get to use a lot of the space. The class is introduced as a Jewish learning class where we get to actually be in the sanctuary and learn in the most important spot that we can be in while we are doing this program. |
| Activity 1: | We use a variety of different ways to learn through the Aish program. We do a lot of auditory work with our singing and prayers and we always have pictures of the Parsha to pass around for the visual aspects of the stories. They also get to lead the songs and come up with their own movements for the songs for the physical and creative aspects of the program. The resources that we use are mainly the space and then papers to read from and look at pictures with. |
| Activity 2: | We use a variety of different ways to learn through the Aish program. We do a lot of auditory work with our singing and prayers and we always have pictures of the Parsha to pass around for the visual aspects of the stories. They also get to lead the songs and come up with their own movements for the songs for the physical and creative aspects of the program. The |

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| | resources that we use are mainly the space and then papers to read from and look at pictures with. |
| Conclusion / Summary | At the end of the class we always have a few minutes to transition back to the bus. We also tidy the room up and participants enjoy helping. |
| <p><u>Review of Successes:</u> In general, Aish is a big success and our participants seem to really enjoy it. We had an issue with the elevator but it was fixed and they should know how to keep it running properly now.</p> <p><u>Future Suggestions and Ideas:</u> In general, the participants really love to see the kids at the Shul. I wonder if this could be incorporated into the program somehow, with the appropriate age of kids.</p> | |

6.2 Bathurst Clark Library

Program Description:

Participants volunteer at the Bathurst Clark Library to assist with tasks such as dusting shelves, organizing the holds by library card number, arranging newspapers/magazines by dates, and checking alphabetical order of books on shelves. Participants are working on remaining focused and on-task while working for the duration of the placement, as well as appropriate behaviour in a library setting (ie. volume of voice, personal space, etc.). Participants who assist with organization of items on the shelves are also working on numeracy and literacy skills by practicing arranging items in the correct order.

Person Centered Focus:

- Participants are assigned to a workstation based on their strengths, interests, and skills
- Participants are offered a choice of which task they would like to work on during their shift, and can rotate between tasks as needed
- One-on-one support is available as needed to assist if any difficulties arise when checking the order of books on the shelves
- A system was developed for participants to compare numbers on the holds one digit at a time to determine which item came first, looking at only two items at a time by pulling the two forward slightly to make them easier to focus on

Program Details:

- How often is the class run: 1x per week
- Time/length of a class: 45 minutes
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 4

- Number of Participants with 1-1 support: 1

Lesson Structure:

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| Intro | Participants enter the library and ask the staff at the front desk for dusters A meeting spot and place to leave jackets is arranged if necessary |
| Activity 1: | Participants are paired with a staff or student to work at one of the tasks Participants who are dusting walk to different areas of the library and dust any free surfaces they find, such as shelves, tops of desks, children’s play area, computer screens, etc. |
| Activity 2: | Other participants are assigned to arrange items in order in one of three areas: <ul style="list-style-type: none"> • The holds shelf - items are arranged by the last digits of a library card number. Participants check that the items are in the correct order from smallest number to largest • The newspapers/magazines section - participants locate the date on each edition and stack them on the shelf or rack in order from most recent to least recent • Other shelves - participants are shown which letter the author’s name is starting with for that shelf, and go down the row to check if any start with a different letter. If any are found, they are moved to the appropriate shelf |
| Conclusion / Summary | <ul style="list-style-type: none"> • Participants meet at the front desk to return dusters and then leave the library to go back to DANI |

Review of Successes:

- Some participants have shown a strong focus on their tasks while working
- Having a slightly wider variety of tasks available this year compared to when the placement started has allowed more opportunities for participants to practice different skills and contribute in a more meaningful way
- This placement is a good fit for participants who have strong literacy and numeracy skills and provides a challenging but achievable task for them
- Several participants in the group are highly motivated to work

Were there any challenges in the program?

- Although many of the participants are capable of multiple tasks available at the library, most have a tendency to choose the same tasks each week, typically the one that is the least challenging for them
- Some participants have a tendency to get bored or tired quickly but are not interested in trying a different task
- Some participants tend to lose track of which number they are looking at when arranging books on the holds shelf and get confused about which should come first

- Some participants have a tendency to get distracted when they see books, CDs or movies that appeal to them and lose focus on their task

Future Suggestions and Ideas:

- Encourage participants to rotate tasks more often from week-to-week or within a single session. It may be beneficial to set up a rotating schedule to ensure each participant has the chance to do all of the tasks throughout the year
- Continue to explore what other tasks may be available to participants to develop a larger range of options that might be more motivating for the group

6.3 Card

Program Description:

CARD is a vocational placement where participants clean synthetic and leather saddles while practicing and gaining employable skills such as; using proper cleaning techniques, following a cleaning chart and written instructions, communicating in a team, feeling confident in asking for help and/or questions and building work stamina. The program provides hands-on training and practice opportunities, as well as promoting social interaction and personal fulfillment.

Person Centered Focus:

Overall, by incorporating the person-centered approach, the cleaning saddles program can provide individualized support and promote participant development, while also creating a supportive and inclusive learning environment that values and respects the unique experiences, goals, and abilities of each participant. For example, modifications have been made to the cleaning techniques as one participant can not bend so a short stool is provided. Another participant can not read so instructions are read with another participant so they are not just 'told' what to do. This provides participants with individualized support based on their unique goals and needs.

Program Details:

- How often is the class run: 1/week (Thursday)
- Time/length of a class: ~2hrs (1:00pm – 3:00pm)
- Number of DANI staff: 2
- Number of students/volunteer: 0
- Total number of Participants: 4
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| Intro | Participants bring foldable lawn chairs from DANI. We drive to CARD. Once we arrive at CARD, we head to the equipment room. This is where the participants do their work and where all the supplies and saddles are located. The participants set up the foldable lawn chairs into two stations. |
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| | <p>There are two saddle stands and the lawn chairs are placed on either side, this way there are two groups of two working simultaneously. The participants fill up the bucket with tap water, get the sponges, and soap. Staff hold onto a sheet with the list of saddles to be clean (provided by CARD).</p> |
| <p>Activity 1:</p> | <p>Participants clean saddles in order of the list, starting with synthetic leather saddles then moving onto leather saddles. This prevents any cross contamination with the soap. Participants retrieve saddles and place them onto the saddle holder. They then wet sponges in the bucket then squeeze out majority of the water. They wipe down the saddles. The saddles are then placed back into their respective spots. After going through the entire list the equipment is put back into its spot. Any excess water or spills is wiped up with a towel. Lawn chairs are folded up and we head back to DANI.</p> |
| <p>Conclusion / Summary</p> | <p>Once all the saddles on the list have been cleaned. Participants place the saddle holders back into its spot (against the wall of the equipment room). The supplies (e.g., the bucket, sponges, and soap) are placed back into their designated drawers. If any water is spilled onto the floor, the participants wipe it up with a towel. The towels that were used are placed into the laundry room at CARD. The lawn chairs are then folded and brought back to DANI.</p> |

Review of Successes:

The activities that are beneficial include hands-on training in cleaning the saddles, providing clear verbal and visual instructions, and giving feedback to participants to help them improve their cleaning skills. There is also a constant goal-setting environment for participants as they work. We are given a list of saddles that need cleaning and we work towards the goal of completing the cleaning for all the saddles on that list. Providing positive and negative feedback helps participants improve their skills and learn. Additionally, having the staff take a step back throughout the cleaning process enables for better opportunities for the participants to work in teams and collaborate. The program provides participants an opportunity to develop vocational skills and gain work experience through cleaning saddles. Through this program they improve cleaning skills, and increased attention to detail, improved time-management skills, and increased independence. Participants feel a sense of pride in their work and increased confidence. Through working in teams, they are able to achieve a successive collaborative environment and enhance their social and communication skills.

Were there any challenges in the program?

The biggest challenges typically involve the physical tasks. These include squeezing enough water out of the sponges before wiping the saddles or putting saddles back correctly on their stands. The challenges with the sponges speak to the grip strength and fine motor skills of

the participants and highlight areas to improve. The challenges with putting back the saddles speak to the gross motor skills and height of the participants. Some of the saddle stands are simply too high up and we need to devise a safe way for the participants to reach up higher. Additionally, the saddles and their matching saddle stands are labeled with the horses names only, which is a challenge for participants who cannot read. Lastly, we want to maximize teamwork and give the participants an opportunity to work with everyone and experiment in different teams. Some participants gravitate to working with the same individuals.

Future Suggestions and Ideas:

- Communicate with CARD on adding visual aids to the saddle labels. Creating a matching system with symbols can help participants who cannot read match the saddles and their stands appropriately.
- Ensure that the pairs of participants working together are switched up. This way participants can continue to learn with others, not only focusing on teamwork with one other individual because they often tend to gravitate to work in the same teams.

6.4 Chabad Gate

Program Description:

Chabad Gate Shul is a volunteer placement in which the participants organize a wide selection of religious Jewish texts. The purpose of the program is to enhance participants' organization (sort, organize, shelve), comprehension and communication skills while working collaboratively in the Jewish community setting. Participants learn organization skills by following a specific set of rules and steps. First, participants sort books by color, size, and type, then place the book back to their proper place on the shelves. A Labeling system had been implemented to assist participants finding the correct location of books on the shelves.

Person Centered Focus:

Many of the participants have goals around daily life skills that include sorting, following a routine and understanding verbal and written instructions. As many of the books are not in English, staff implemented a labeling system that participants would understand so that everyone could be involved in sorting the books. Two participants have goals surrounding independence and staff worked with them so that they could memorize where books belonged and how to sort/organize the pile beforehand. The tasks involve fine and gross motor coordination. Those who need more support are paired with another participant who can work in tandem, which promotes teamwork and communication.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: 2 hours
- Number of DANI staff: 3
- Number of students/volunteer: 1
- Total number of Participants: 10

- Number of Participants with 1-1 support: 2

Lesson Structure:

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| Intro | Participants load the bus and upon arriving at Chabad go wash their hands and sit at the tables. |
| Activity 1: | First, participants are divided into 3 groups. Each group is responsible to separate books based on their assigned color. Next, participants further organize books by sorting them based on size, type, label and color. Stacking the identical books together. Participants are assigned to label each book by placing a color/number coded sticker on the back of the book. |
| Activity 2: | Participants take turns placing the books back in the proper location on the shelves. Infrequently, if finished early, a religious Jewish topic is discussed with the participants. |
| Conclusion / Summary | Participants clean up and gather their belongings to load the bus and return to DANI |

Review of Successes:

Chabad is a very effective program in teaching participants organization skills.

- The labeling system is extremely beneficial as it allows for staff to give concrete and clear instructions for participants to follow. Thus, allowing participants to work independently with minimal staff assistance.
- Participants work as a team, taking turns with each task at hand. Dividing the participants into smaller groups ensured participation and manageable workload for everyone.
- Participants enjoy the process of organization and feel a sense of accomplishment when they have completed the task and see the finished result.

Were there any challenges in the program?

Although organizing books may be a simple task for many, it is not so easy when it is in a language that you do not understand. It can be very challenging for participants and even some staff members to know where books must go when there is no name to match the logos on the shelf. This makes it difficult for participants to work independently without assistance. However, with the new system that labels books with numbers and colours, participants can easily stack books in their appropriate place.

Future Suggestions and Ideas:

This year the shul ran a passover program and the participants were invited to join in learning to make matzah. This event gave context to why they volunteer to assist the shul. It would be nice to see if there are opportunities for participants to experience different events at the shul to continue to feel the sense of community and belonging.

6.5 Chava Farms

Program Description:

Chava Farms is a vocational program designed to teach participants skills for the workplace, the community and daily life. The goal for this program is to inspire and develop participants skills, working with a team and independently. Participants work together to complete tasks around the farm like filling hay bags, cleaning water buckets, grooming and feeding horses. They learn about the daily happenings of a farm and the responsibilities involved in caring for animals. This program provides an opportunity for participants to develop their communication and organization skills while working together as well as their focus and attention to detail while working independently.

Person Centered Focus:

- Participants in this group demonstrate independence in the workplace through their work ethic and successful completion of assigned tasks.
- Jobs are assigned based on individual strengths and abilities following a person centered approach in order to include each participant.
- Staff provide support and direction based on individual needs and abilities.
- Participants are paired and rotate jobs with some prompting depending on the requirements of the tasks.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: 1.5 hours
- Number of DANI staff: 2
- Number of students/volunteer: 0
- Total number of Participants: 5
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> ● After lunch, participants prepare themselves in appropriate attire for the weather and farm environment then load into the van. ● Upon arrival, the group gathers at the barn and receives instructions on the tasks they will perform that day. ● Participants split into groups with an appropriate number of people for each task. ● Based on the task and individual strengths, participants begin performing tasks. |
| Activity 1: | <ul style="list-style-type: none"> ● One of the main tasks involves physical exertion and coordination to fill hay bags. ● Participants wear garden gloves and break apart hay blocks and fill netted bags for the animals. |

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| | <ul style="list-style-type: none"> This task requires 2 participants minimum, one to hold the bag and one to fill and pack it down with hay. |
| Activity 2: | <ul style="list-style-type: none"> Another task is washing water containers, this requires physical exertion and attention to detail. Participants use a hose, brushes and soap provided by the farm to scrub and rinse water containers. In the spring the participants can also groom the horses, this task shows participants how to care for animals and helps them understand the importance of hygiene. |
| Conclusion / Summary | <ul style="list-style-type: none"> At the end of the program, participants sweep or rake any loose hay into a pile and gather the bags or equipment and put them away. After washing hands, participants return to the van for the ride back then join the ongoing program upon arrival. |

Review of Successes:

- Most participants were highly engaged and didn't need much prompting to complete tasks and work as a team to get everything done efficiently.
- Participants develop skills like independence, confidence, outdoor safety, and basic understanding of sanitation and hygiene.
- The tasks provide participants with the opportunity to socialize with the participants from the Magnetic campus as well as the staff that work at the farm.
- There is a visible excitement in participation in this program and participants are eager to take on new tasks.

Were there any challenges in the program?

- On days when the workplace supervisor is not there, we are given instructions to complete the tasks; however it can be a struggle to locate or operate the necessary equipment.
- Certain participants have a difficult time focusing on tasks and working together when there are distractions or too much stimulation.
- In the colder months it can be a challenge to ensure participants come dressed in the appropriate attire.
- Travel time can sometimes affect the success of the participants completing tasks, especially when the supervisor isn't there or instructions aren't detailed and clear.

Future Suggestions and Ideas:

- Ask the farm supervisor for different tasks on a weekly basis so participants can have more activities to engage in.
- Have some worksheets or projects for participants to help include more intellectual and informational stimulation.

6.6 Humanity First

Program Description:

Humanity First is a food bank in which participants volunteer their time sorting donated food and stocking shelves.

Person Centered Focus:

Participants who have personal goals in organization, literacy and team work are given opportunities to learn and implement these skills. Participants have expressed feeling accomplished from their work at humanity first and proud of their achievements independently and as a team.

Program Details:

- How often is the class run: once a week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer:
- Total number of Participants: 4
- Number of Participants with 1-1 support: 0

Lesson Structure:

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|-----------------------------|--|
| Intro | Staff and participants go in the van to humanity first. Staff member signs in upon arrival and participants wash their hands before waiting for instructions. |
| Activity 1: | We first ask a humanity first staff for instructions on what they need us to do that day. Tasks are divided between participants. If we are stocking shelves, we will assign a participant to one product to put away. Staff will help guide participants and ensure that they are bringing the product to the correct area. Staff will also support them in learning how to keep the shelves organized. |
| Conclusion / Summary | Once all tasks are completed, a staff member signs the group out. |

Review of Successes:

This program is beneficial for participants to learn work and life skills. They learn how to stay on task and communicate with Dani and Humanity First staff. The number of staff does impact the success as some participants are more independent than others. Participants are able to learn how to work in a team as well as independently to stock the shelves or complete other tasks. They have improved with their ability to take instruction and how to stock the shelves. One participant said they enjoyed working at humanity first and thanked the staff for bringing them to the program.

Were there any challenges in the program?

The shelves are very organized and labelled well however for participants who can not read it would be beneficial to include visuals for participants to be able to find the aisle independently.

Future Suggestions and Ideas:

Increase support as 1 staff to max 2 participants is recommended if not 1-1.

6.7 Stalco

Program Description:

A group of participants go to Stalco once a week, which is a distribution service company. They get paid minimum wage for their work. Participants are fully independent and are highly productive and efficient. Getting paid gives this group an enormous amount of responsibility. They take their job very seriously and look forward to it every week. These participants learn many skills, such as working in a team environment, communicating with each other about the different tasks every week, and most importantly helping each other out if someone is confused and frustrated about a specific task. The tasks do sometimes vary on a weekly basis but they are always packing some type of product and putting those products in boxes.

Person Centred Focus:

- This group comes to work extremely focused and wants to complete as many trays and boxes as possible. They always do what is expected and go above and beyond their goals
- Individuals in this group encourage each other throughout the work day to complete their tasks with high efficiency.
- One participant in particular sets a goal for himself every week which is to double tape all the boxes once there is enough product inside of them.
- Another participant in this group is usually in charge of counting the amount of product that is put in the trays. He is the one who determines whether we have enough product in the tray and then puts it on the skid.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: Four hours
- Number of DANI staff: 2
- Number of students/volunteer: 0
- Total number of Participants: 6
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> ● How is the class set up w/ participants and staff (groups, long table, individual, etc.). When we get to Stalco, the participants drop their |
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| | <p>belongings off, such as jackets, bags, and their change of shoes. The group then goes to the employee check in system and they plug in their sign in number.</p> <ul style="list-style-type: none"> • How is the class introduced - Two long tables are set up. Having an even number of participants works perfectly because we can split them up into two teams. We have three participants on one table and three on the other table. |
| Activity 1: | <ul style="list-style-type: none"> • Examples of what types of activities are used in the class (physical, auditory, visual, creative, etc.) Once participants get settled and are situated at their stations, they start packing whatever product is needed to pack for that particular week. One of the production floor supervisors explains our tasks when we get to Stalco and the group is eager to get to work. |
| Activity 2: | <ul style="list-style-type: none"> • Examples of what types of activities are used in the class (physical, auditory, visual, creative, etc.) Once we finish lunch, we come back and work for one more hour. Normally, the tasks don't change after lunch so the group continues to pack products and fill up the boxes. If they manage to finish quickly, which they typically do, they also fill up trays. They only fill up the trays if there are no boxes left. The floor supervisor always lets the group know when they can start working on trays because they can only put a certain amount in. For example, the tray can only hold about 20-25 products. • What resources are used in class activities (ex. Smartboard, speakers, etc) |
| Conclusion / Summary | <ul style="list-style-type: none"> • How is the class wrapped up at the end (ex. Summary, clean up, transition, etc.) • The group grabs their water bottles, cleans up the table if there is anything that needs to be taken off and goes to clock out after a hard working day. Once they all clock out, we head to the back entrance and they grab their other belongings which are typically jackets, sweaters, hats, and their change of shoes. We then get on the bus and head back to DANI. |

Review of Successes:

Participants take great pride in their work and often have discussions about Stalco throughout the week. Individuals in this group have known each other for several years and have developed close friendships with one another. We enjoy many laughs together throughout the day and the participants all feed off each other's positive energy. Since taking over as the lead of this work placement, I have been highly impressed by this group's work ethic and determined attitude towards everything.

Were there any challenges in the program?

There weren't any significant challenges for this group, although there were a few minor ones that are always dealt with swiftly. One particular individual in this group is very skilled and is a great fit at Stalco but he likes to have fun and he can be extremely noisy at times. His behavior sometimes triggers another individual in this group. The participant is visibly irritated by the constant chatter and I usually send him for a break so he can have some alone time and calm down. The individual who is noisy is always told to lower his voice and is redirected by myself or the other staff member. Another minor challenge was the timing of lunch. This group was used to eating lunch at Stalco at noon since they first started going to Stalco. Since I took over, which was in January, the lunch time has changed to 12:30 and it has definitely made a difference. Participants are very hungry by 12:30 and a couple individuals often ask me if we can go back to starting lunch at noon. The only other challenge is that the group gets sidetracked at times by the individual who is very chatty. He often jokes around with the other individuals in this group which gets them off task and then the whole group needs to be redirected.

Future Suggestions and Ideas:

For the next program year, we can ask Stalco if we can go back to having lunch at noon. This isn't something that is urgent and it is completely fine if we can't but the participants are very hungry and definitely prefer having lunch slightly earlier. If possible, we can also offer the participants a reward for their hard work. This group certainly misses their weekly Tim Horton's visit as it always gave them something to look forward to and they deserved it after a long day at work. This was something they were used to for a very long time and a couple participants in this group still ask about it. Besides these two suggestions, I don't see any other major challenges in this group. Seeing them thrive at work and be fully independent is truly remarkable and shows their immense capabilities.

6.8 Tim Horton's Kids Camp Donations

Program Description:

The Tim Hortons program's main goal is to teach participants how to count and sort coins that have been donated to the Tim Horton's charity. Through this activity, participants will develop valuable skills, including counting and sorting, handling money, communication, and teamwork. The program aims to benefit participants by providing them with work experience, a sense of purpose, and opportunities for social interaction and skill development. In addition, the program helps to increase engagement and community involvement.

The Costco shopping program teaches participants how to use a visual grocery list, search for the food, and inspect the food in order to ensure the product is acceptable (i.e. no mold).

In addition, they learn other valuable life skills such as scanning items, packing food bags, and how to be aware of their surroundings in order to avoid blocking the aisles or bumping into other shoppers.

Person Centered Focus:

Overall, the Person-Centered Approach is incorporated into the Tim Hortons Coin Counting and Costco Shopping Program by recognizing and valuing the individual needs, goals, and abilities of each participant, and providing tailored support to help them succeed in the program.

Program Details:

- How often is the class run: 1/week
- Time/length of a class: ~2hrs
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 5
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| <p>Intro</p> | <p>Drive to Tim Hortons (alternating between the two locations we have partnerships with). Participants and staff sit at 1-2 tables inside the Tim's.</p> <p>DANI staff ask a Tim's manager or employee for the DANI container that contains labeled ziplocks for every coin type, coin rolls, math sheet, which is then provided to staff member and placed on the table</p> |
| <p>Activity 1:</p> | <p>The coins are divided between the two tables. A small pile of coins gets dumped on the table. The participants then divide the coins into their respective groups. When they have a large collection of coins, the participants sort them into the rolls.</p> <p>Some participants like to pile them up into different groups, while others benefit from having them grouped together (i.e. 5 piles of 10) or lined up in rows. This provides visual cues for sorting the right amount of coins needed to fill the rolls. Participants who learn best through listening can benefit from verbal instructions and feedback from the program staff. For example, staff provide the amount of coins per grouping that are meant for each roll. Staff also provide feedback on the counting and sorting techniques.</p> <p>Resources – Ziplocks, tape/labels, marker/pen, coin rolls</p> |
| <p>Activity 2:</p> | <p>Costco: Participants are provided with a visual grocery list (item name and picture beside it) in the order of the map of the store. This provides them</p> |

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| | <p>with the ability to find everything efficiently and effectively. Sometimes the group splits up if there is another participant who is struggling to remain with everyone. The group walks around the store and finds the items on the list. They look at the food in order to determine whether or not it is good, and place it in the cart. When the list is finished, the group goes to the cash and unloads the items onto the conveyor belt, and head back to the car.</p> |
| <p>Conclusion / Summary</p> | <p>Leftover coins (i.e., if there is not enough to fill a roll) remain in their labeled ziplocks for the next time. The DANI container is returned to the manager/employee for safe keeping. Participants wash their hands before heading back to DANI.</p> <p>Costco: When the list is finished, the group goes to the cash and unloads the items onto the conveyor belt, and head back to the car.</p> |

Review of Successes:

This program has a diverse range of participants that contributes to the success of the program by promoting inclusion and providing opportunities for participants to learn from each other. This sorting and counting activity also provides the participants to work both individually and in groups, giving them experience in independent and team work. This program challenges the participants’ creative thinking and problem solving skills while helping improve their fine motor and social skills. The ratio of having 2 staff and a student to 5 participants worked best as there was enough support to ensure everyone was receiving support while also being independent.

Were there any challenges in the program?

The biggest challenge is that there are not always enough coins for the participants to count as money is not often used anymore. The program has gone from once a week to only having enough for twice a month. Another challenge may be in the labeling system. It may be beneficial for participants who do not read to get visual aids rather than only using labels with words/numbers. This can allow for greater independence and less support during the sorting process.

Future Suggestions and Ideas:

Visual Aids; For example, in addition to the “Dime (\$0.10)” we can print an image of a dime and place them on the bag. Work to improve appropriate techniques for counting coins. Some participants have trouble counting to higher numbers, so we have adapted the “flower” technique to help. Can further adapt this with a new technique. Create placemats for each coin that contains a specific number of circles. Participants would place the coins within each circle such that when all the circles are filled, they have set aside enough coins for a coin roll.

6.9 Toronto Wildlife Centre

Program Description:

Participants will participate in a weekly visit to the Toronto Wildlife Centre where we assist with cleaning equipment that is used to cage the animals that have been injured or needed to be relocated to their natural environment. The participants in this group have the opportunity to learn and observe the many services provided in rescuing all types of wildlife, and are also learning the process of sanitization and disinfection necessary to maintain a clean environment for animals. Participants are also required to wear personal protective equipment to complete all tasks.

Person Centered Focus:

A disinfection and sanitation routine is followed to promote safety and awareness of different kinds of products and tools
 Participants are encouraged to independently and safely manage the work
 Participants chosen for this program are individuals who are able to effectively wear PPE and manage the tasks safely

Program Details:

- How often is the class run: 1 time per week
- Time/length of a class: 1 hour
- Number of DANI staff: 2
- Number of students/volunteer: 0
- Total number of Participants: 3
- Number of Participants with 1-1 support: 1

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> ● The group is transported to the Wildlife Centre. As we enter the building we are greeted by the staff and given instruction on the tasks of the day. We are then directed to the cleaning station. Then we prepare to wear our personal protective equipment provided by the Wildlife Centre. The participants begin the process of sanitation and disinfection of equipment that has been used. The participants are supervised and assisted with prompts to begin their duties for the duration of the visit. |
| Activity 1: | <ul style="list-style-type: none"> ● Organizing animal crates and equipment to be cleaned and sanitized. |
| | <ul style="list-style-type: none"> ● Putting all items washed on drying racks ● Place all used items and tools back in place. ● Leave workstation organized and tidy. |
| Conclusion / Summary | <ul style="list-style-type: none"> ● Once the group has completed our duties, the equipment sanitized and disinfected are placed on racks for staff at center to inspect |

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| | <p>and put away. The participants will remove the Personal protection equipment and place it on the door which is removed by the staff of the Wildlife Center. The participants are directed by our staff to wash their hands before leaving the building.</p> |
| <p><u>Review of successes.</u></p> | |
| <p>Participants have established a positive relationship with the center. Routine is followed well and they take instruction well. Most of the process of cleaning and disinfection is managed and understood. All participants have an inclination to give support to the Wildlife Center and their dedication and hardwork are very much appreciated.</p> | |
| <p><u>Were there any challenges in the program?</u></p> | |
| <p>The Wildlife Center comes with some challenges, which are mostly handling the equipment that needs to be cleaned and sanitized. They are large items and need some support from the staff to assist them with lifting and turning the items around.</p> | |
| <p><u>Future Suggestions and Ideas:</u></p> | |
| <ul style="list-style-type: none"> ● The outlook of this program will remain under the instruction of the Wildlife Center. ● Would like to pursue the idea for our participant to see animals of the wild that have been rescued and request a visit with them. | |

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| <p><u>6.10 Ve’ahavta</u></p> | |
| <p><u>Program Description:</u></p> | |
| <p>Ve’ahavta is a humanitarian organization that helps marginalized people who have been affected by poverty and hardship. They provide hygiene bags, clothing donations, food, and more to people in need. The participants go through clothing donations and separate them accordingly, in addition to packing hygiene kits and any other additional tasks provided. The goal is for them to follow instructions and remember steps in a given task.</p> | |
| <p><u>Person Centered Focus:</u></p> | |
| <ul style="list-style-type: none"> ● Providing skills to help participants to adapt to the constantly changing tasks each week. ● Creating an assembly line to help participants sequence items and place them into a bag. ● Problem-solving/Critical thinking skills→ educating them on how to determine whether or not clothing donations are appropriate to keep or not. | |
| <p><u>Program Details:</u></p> | |
| <ul style="list-style-type: none"> ● How often is the class run: 1x week ● Time/length of a class: ~1 hour ● Number of DANI staff: 2 | |

- Number of students/volunteer: 0
- Total number of Participants: 3
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| Intro | <p>Get buzzed in (remind participants to hold the door) Put on latex (or non latex) gloves Work at the one table set up in the room</p> <p>Check in with the warehouse coordinator. Activities range from creating hygiene bags, sorting through clothing donations, taking inventory, and creating cutlery bags</p> |
| Activity 1: | <p>Ve’ahavta warehouse coordinator explains the task, demonstrations are provided by DANI staff. Sometimes there are labels on the table to help identify the order in which items need to be placed. Put on gloves.</p> |
| Activity 2: | <p>Execute the task for the duration of the class</p> |
| Conclusion / Summary | <p>Announce when we have a few minutes left, say goodbye to everyone and wash hands when leaving</p> |

Review of Successes:

- Participants are able to work independently
- Time management - they self-advocate for breaks and some are able to track the time and remind us that it is time to go
- Able to work simultaneously
- Focused on task
- Adaptable to new tasks each week

Were there any challenges in the program?

- Physical space is small

Future Suggestions and Ideas:

Unfortunately we are at the mercy of the space. I would not increase staff or participants as there is little room to move around.

6.11 York Equestrian

Program Description:

York Equestrian is a vocational placement opportunity where the group assisted with cleaning saddles, bridles and girth belts at York Equestrian Riding School. Participants developed their attention to detail and communication skills by working together to clean

each item. Participants are also working on independently determining whether the item is appropriate to clean (ie. fabric vs. leather), as well as noticing when to move on to cleaning a new area and determining when the task is complete as independently as possible.

Person Centered Focus:

- Participants were paired with a partner with complementary skills to complete each task effectively
- Breaks were offered as needed to maintain focus and energy
- Steps of cleaning each item were broken down, and the order remained the same each week to create a routine

Program Details:

- How often is the class run: 1x per week
- Time/length of a class: 2 hours
- Number of DANI staff: 2
- Number of students/volunteer: 1
- Total number of Participants: 5
- Number of Participants with 1-1 support: 0

Lesson Structure:

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| Intro | <ul style="list-style-type: none"> ● Participants moves the bench to a centered position in the room ● One participant fills two buckets with water and puts two sponges in each ● Another participants sets up chairs around the work area ● Participants locate and place each saddle onto the bench to clean, and place the bridles and girth belts onto hooks |
| Activity 1: | <ul style="list-style-type: none"> ● Participants work with their partner to clean the saddles, bridles and girth belts, following a list of the horses' names ● Some participants work in pairs to clean the saddles, and other participants work independently to clean bridles and girth belts |
| Activity 2: | <ul style="list-style-type: none"> ● The item that was cleaned is moved back to the appropriate hanger, and the next saddle or bridle is located and brought to the middle to be cleaned |
| Conclusion / Summary | <ul style="list-style-type: none"> ● All saddles, bridles and girth belts are returned to the correct hanger ● Water is spilled out of the buckets into the sink, and sponges are squeezed out ● Any water remaining on the floor from where the buckets were is wiped ● The bench is moved back to its original location ● Participants wash their hands |

Review of Successes:

- Some participants were able to learn the steps themselves and effectively guide their partner through the task using verbal prompts
- One participant was fully independent in being able to clean the bridles
- The group worked up to being able to clean all saddles in a two-week cycle
- Some participants were able to independently figure out which saddle to clean next by looking at the names on the bridal hangers and remembering which came next on the list. The list was alphabetical, however the hooks on the walls were not

Were there any challenges in the program?

- There was no accessible washroom available at this placement which created difficulty for participants with mobility limitations
- Participants sometimes had a tendency to rush through the steps of cleaning, and needed reminders from staff to slow down or go over the area again
- Approximately halfway through the year, this placement was discontinued because too many riders needed access to the space where participants were working

Future Suggestions and Ideas:

- Explore the possibility of moving this placement to a different day or time where York Equestrian is better able to accommodate our group
- If this placement is no longer available, look for other similar organizations that may offer a similar volunteer opportunity for our group to utilize the skills they have already developed in these tasks

6.12 York Region Food Bank

Program Description:

The York Region Food Bank is a great vocational placement for participants to become more involved in their community while building essential skills like teamwork, independence, and following instructions. The participants are required to pack boxes and/or bags while making sure they meet the weight restriction. The boxes are then carried and placed onto a skid, where they will be picked up and delivered to other organizations at a later time.

Person-Centered Focus:

The person-centered approach can be seen in individualized work tasks based on their strengths and abilities in order to increase their motivation. Another way a person-centered approach is utilized at the food bank is by offering flexibility and choice between work tasks and breaks tailored to each participant's needs.

Program Details:

- How often is the class run: Once a week
- Time/length of a class: Two hours
- Number of DANI staff: 2
- Number of students/volunteers: 1
- Total number of Participants: 6

- Number of Participants with 1-1 support: 1

Lesson Structure:

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| Intro | Upon arrival, staff and participants settle into the break room, and then a staff member will ask whether participants want to eat lunch first or work first. Once decided, one staff member will check in with the food bank coordinator to verify the task that needs to be done, and the other staff will split up the group. |
| Activity 1: | <ul style="list-style-type: none"> • The task, such as boxing, sorting, collecting, and weighing, is explained to the participants. • 3 empty boxes are taken off the skid and placed on the table. The lids are then removed and placed under the table • Participants are then tasked with finding specific 3 food items at a time found in the large boxes laid out around the room and placed on the table • One participant is in charge of packing the boxes and placing one item in each, with some guidance from staff as how to to pack efficiently • As the boxes get full, staff will instruct a different participant each time to move the box onto the scale so it can be checked for the 25-pound limit • After the weight is verified by staff, the lid is put back on, and the box is moved to a skid |
| Conclusion / Summary | Celebrate the completion of tasks and the number of boxes packaged. Lastly, return to the break room, where we clean up our spaces and get ready to leave. |

Review of Successes:

Participants get a chance to work both independently and in a team. Due to the variety of responsibilities, each participant gets a chance to experience every role. Moving the 25-pound boxes strengthens participants' arm and grip strength. Additionally, having participants recognize different brands and types of food items will help in daily living situations.

Were there any challenges in the program?

One of the main challenges comes from the environment, like volunteers walking by or loud noises, which causes some participants to lose focus. When searching for items in threes, participants are sometimes unable to complete the set due to a lack of inventory, which might distract them as they continue to search vs. moving on to a new task.

Future Suggestions and Ideas:

One great idea to improve the program would be to look around the workspace for any potential hazards before starting to work as a group. An example of this could be when the

scale is not fully secured on its stands and has the risk of falling over.