Develop, implement, evaluate, and adapt diversional therapy group care plans

5788 V4
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US 5788 Version 4
Level 4
Credits 8
# Develop, implement, evaluate, and adapt diversional therapy group care plans

**5788 V4**

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Name ________________________________________________  
Employer ______________________________________________  
NZQA number ___________________________________________  
Date _________________________________________________  

“All the answers in this workbook were completed by me.”  
Signed _______________________________________________
Getting started

Welcome to Develop, implement, evaluate, and adapt diversional therapy group care plans: one in a series of workbooks especially developed for support workers in the CPQ (Career Pathway Qualifications).

Before you start
- Think about what you know of the care plans developed by diversional therapists for the people they support.
- Read the Resource Book for Readings (Diversional Therapy) provided with this workbook.

Pre-requisite
Unit standard 23918 Describe the philosophy, purpose, and benefits of diversional therapy, and the role and skills of diversional therapists is a pre-requisite to this unit standard.

This means that you must have successfully completed the assessments for Unit Standard 23918 before being assessed on this unit standard.

How do I use this workbook?
- Use highlighters to identify the important ideas.
- Take your own notes.
- Complete activities as you go through the workbook and write answers in the spaces provided.

What will I learn about?
When you have finished this workbook you will have learned more about:
- Developing diversional therapy group care plans in consultation with the group.
- Evaluating and adapting these group care plans.

Look before you leap!
Take the time to go through this workbook before starting on the activities. Read the sections and make notes as you go.
Acknowledgements

This workbook has been designed to support your learning and prepare you for the unit standard assessments.

The contents of this workbook include scenarios, learning activities and activities for general health and disability settings. They are not specific to any setting and should be used as a general guide for learning.

Careerforce would like to thank the people who have contributed their time and effort into this workbook in:

- Research and content validation.
- Advice and expertise.
- Testing of activities and assessments and their personal experiences.

In particular, we wish to thank:

The staff and residents at:
- Bainswood Rest Home
- Metlifecare Merivale
- Rosewood Rest Home

And John McCombe, photographer, who took photographs at the above locations.
Getting started

Trainee assessment portfolio

The trainee assessment portfolio contains assessed activities and workplace verification which must be completed to meet the requirements of the unit standard. These questions or tasks must be completed by you and signed by your workplace assessor in order for you to be credited with the unit standard.

Learning activities

These help you understand the content, and will help you with workplace verification tasks. The instructions and answer panels for learning activities have a light yellow/orange background like this.

Stop activities

You will also come across this icon in places where you are asked to STOP (see the graphic on the left) and record your current knowledge or impressions, as a reference point to return to later.

Pause and Rewind activities

Pauses are for summarising, questioning, and reflecting as a reference point to return to later. Rewinds take you back to a PAUSE, STOP or TEST YOUR KNOWLEDGE and give you an opportunity to add to, change or validate some of your initial thoughts and ideas.
Before you go any further in this workbook, think of what you know about diversional therapy group care plans...

**TEST YOUR KNOWLEDGE**

Planning activities for groups is different from planning activities for individuals. List here what you think might be the major differences you would experience when planning/developing activity care plans for a group of people rather than for an individual.
Types of diversional therapy groups

A diversional therapy group consists of three or more people supported by the diversional therapist, who have come together to participate in a joint activity.

The diversional therapy activity will define the size of the group.

Groups are usually divided into:

- Small groups – three to six people
- Medium sized groups – six to ten people
- Large groups – ten or more people
- Very large groups – over twenty people

Some facilities work with several hundred people over several sites, with the potential for some group activities to be very large.

Other facilities, like community residential support homes, might have six to eight residents, so group activities will not be very large.
In many workplace services the diversional therapist will work mainly one-to-one with individuals, while other services will require predominately group work. Please explain the group sizes that you usually work with and plan activities for, in your workplace.
Types of activities

The following list gives some examples of activities for differently sized groups, but there are many more options.

**Small groups:**
- Household tasks
- Hobbies
- Handcrafts
- Reminiscence
- Walking group
- News reading and discussion
- Pet care
- Producing a newsletter
- Cooking
- Playing games, eg cards, chess or crib
- Shopping trips
- Movie or theatre outings
- Van outings
- Celebrating birthdays of people in the group
**Types of activities**

**Medium sized groups:**
- Competitive sports bowls, Petanque etc
- Fitness movement to music
- Dining out – pub lunches
- Competitive table games, eg chess, crib, draughts, housie
- Garden visits
- Music appreciation
- Tai Chi
- Cognitive/quiz and puzzles
- Gardening competitions (potato in a bucket)
- Reminiscence
- Celebrating birthdays of people in the group

**Large groups:**
- Singing group or choir
- Marching group (informal)
- Line dancing
- Competitive team sports playing against other facilities or at community clubs
- Guest speakers
- Guest entertainers
- Van outing
- Birthdays celebrations for the facility group or community organisation

**Extra large groups:**
- Sporting activities combined with other groups in the community (“masters” games events)
- Service or facility celebrations or anniversaries
- Fundraising events
- Talent quests
- Bridal show
- Theme events
- Theme weeks
- Seasonal events and themes
- Fashion shows
- Social events, eg disco or dinner dance
Types of special occasions

These examples are just a few of the potential occasions that groups can observe. The choice of activity will depend on the ages, abilities and interests of the people, and the policies and procedures of your employing organisation/facility.

Check the calendar of events printed in your diary for dates of events. Look on community and local council websites for forthcoming events that can be linked to special occasion activities.

Traditional NZ occasions:
- Advent
- Christmas
- Boxing Day
- New Year’s Eve
- New Year’s Day
- National and provincial anniversary days
- Waitangi Day
- ANZAC Day
- Queen’s Birthday
- Labour Day
- Matariki
- Father’s Day
- Mother’s Day
Types of special occasions

International occasions:
- Australia Day
- Jewish New Year
- Buddhist New Year
- Muslim New Year
- Chinese New Year
- Hogmanay (Scottish New Year)
- Pancake (Shrove) Tuesday
- St Nicolas Day, Netherlands
- St Patrick’s Day, Ireland
- St Andrew’s Day, Scotland
- St George’s Day, England
- St David’s Day, Wales
- All Souls Day and All Saints Day
- Halloween
- Guy Fawkes
- Independence Day, USA
- Thanksgiving, USA
- Remembrance Day, New Zealand and Australia
- Children’s Day, Japan
- Russian Christmas Day
- Robbie Burns’ birthday, Scotland
- Shakespeare’s birthday
- St Valentine’s Day
- Melbourne Cup Day
- Commonwealth Day
- Birthday of Buddha
- May Day
- Arbor Day
- Bastille Day, France
- Hiroshima Day

Themes for special occasions:
- The seasons
- Midsummer – the longest day
- The start and finish of the different sporting seasons
- International sporting events
- Masters’ games
- Rhododendron Festival
- Blossom Festival
- Music festivals
- Whitebait season
- Bluff Oyster Festival
- Hokitika Wild Foods Festival
- Start and finish of daylight saving
- AMP show weeks
- Mystery Creek farming show
- Cup week
- Nationwide fundraising events
- Alzheimer’s week
- Daffodil day
- Blessing of the fishing fleet
- Beach events
- Coast to Coast Iron Man
- SPCA week
- Arts festivals
- Film festivals
- Community events flower shows, talent quests etc
On the previous pages we have explored some activity options for groups of different sizes. Below, describe some group activities that you have run or assisted with.

<table>
<thead>
<tr>
<th>Group Size</th>
<th>Activity Description</th>
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<tr>
<td>Small groups:</td>
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<td>Medium sized groups:</td>
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<td>Large groups:</td>
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<td>Extra large groups:</td>
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Your two group care plans

For your assessment for this unit standard, you must complete two group care plans.

The first group care plan is for an everyday activity.

An everyday activity will be an activity that the group of people you support would come together to participate in on an average day or week in your workplace support service.

- Significant birthdays of people in the group
- Participating in community events, eg local flower show
- Celebrating an achievement or an anniversary of someone in the group
- Attending a sports event
- Farewell to a group or staff member
- Visit from family or friends from overseas
- Celebrating an anniversary of the facility
- Attending a concert or stage show

The second group care plan is for a special occasion.

What is a special occasion?

The answer to this question will depend on the support/service facility you work for, and the ages, abilities and interests of the people you support. Some examples of special occasions are listed below, but the range of potential group special occasions is very large.

- Sharing a special meal, eg in the workplace or at a restaurant in the community
- Running a fundraising event, eg a fair or sausage sizzle
- Attending community festival events
- Celebrating a season or theme
- The visit of guest entertainers or a local school or group
- Hosting people from another facility or service for a social or sporting activity
Assessing the diversional therapy needs of a group

The starting point for both an everyday activity group care plan and a special occasion group care plan is assessing the diversional therapy needs of the group. How can you do this?

1. You need to have a clear understanding of the capabilities of each potential participant in the group activity. Check their individual diversional therapy care plans or service delivery plans. Attend a multidisciplinary team meeting (or the equivalent in your support service) so that you have up-to-date information on the wellbeing, capabilities or any limiting factors for each potential participant in the group activity.

2. Inform the group of the range of choices available for the group activity.

3. Your observations: from your personal observations and knowledge of the people supported by your workplace service, you will have an understanding of their abilities, limitations and interest in participating in particular events and activities planned for groups or special occasions.

4. Consulting with the people concerned is very important to clarify their expectations of the group activity or special occasion. It is important to ensure that all potential group activity participants have the opportunity to share their views with the group and the diversional therapist. This may lead to an overload of information and ideas given to the diversional therapist. However, using a simple checklist on which each person’s views can be recorded by a simple tick will help manage the information and assist in advising the group as a plan is developed.
Assessing the diversional therapy needs of a group

5 Consult with management: this will need to take place as soon as possible, especially if a large special occasion is being planned.

6 Ongoing planning consultation with the potential group will be needed. This could be done by organising meetings. Make sure that everyone within the workplace support service knows about the meeting and has an opportunity to attend, express their views, and hear what is being planned. The diversional therapist would usually organise and chair this meeting; the original consultation checklist will be a useful guide for the information sharing and group discussion. Take notes of the meeting discussion. It is important that all views are heard, so check that the quieter people have not been left out.

7 Provide feedback to management from the consultation meetings.

8 Check the workplace support service’s policies and procedures to ensure that the proposed group’s activities or special occasion will meet the guidelines set down for the activity and the use of the facility and resources.
Assessing the diversional therapy needs of a group

In addition to the eight general points listed under “Assessing the diversional therapy needs of a group”, you also need to do the following when planning for an everyday activity.

**Developing an everyday activity group plan:**

From your consultation meeting with the group, you will now have many ideas for group activities for this unit standard assessment, and also for future group activities. What factors need to be considered in the group activity plan?

- **Group size:** How many people can comfortably participate in this activity at one time? The group activity may need to be divided into several sessions to make the activity manageable, and to give everyone who is interested the opportunity to take part. Group size will need to be reduced if the number of people requiring individual help to participate is large.

- **Resources:** Are there sufficient resources for running the chosen activity for a group? Will resource materials require pre-preparation, and how will a group of people access the materials or resources they require as they take part in this planned activity?

- **Safety and risk management:** Group activities generate additional safety risks. You must complete a risk assessment/management plan identifying potential risks and how these risks can be minimised or dealt with if they occur.

- **Contingencies:** A plan “B” is very important as a backup for any unforeseen changes that might happen before or during the running of the group activity.
Assessing the diversional therapy needs of a group

- **Purpose**: Have you a clear idea of the purpose of this group activity? Often the diversional therapist’s reason for providing a particular group activity may differ from the group members’ reasons for taking part. This doesn’t mean that the people are not enjoying the activity, only that they have different ideas as to why they are doing it. Think back to the original consultation, and the views that people expressed and the choices they made. Does your group plan provide the group with the opportunity to achieve the outcome (purpose) they expected?

- **Accessibility**: Running the chosen everyday activity for a group may cause accessibility problems. Can the activity be organised in the usual activity area for this sized group? Will this activity restrict other people accessing leisure areas in the workplace facility? Do you need to organise another area to accommodate the planned group activity? Does this activity mean there will be a change from people’s usual routines? Who will need to be informed?

- **Facility and environment**: Is the choice of facility and environment suitable for the group activity planned? Are there safety issues from this number of people being in one area, or working with equipment and resources?

- **Staffing**: Will the planned everyday group activity require additional staffing? Provision of extra staff or volunteers must be negotiated with management before the activity.

- **Costings**: A group activity will use more resources and materials than an individual activity. Are there sufficient funds in the diversional therapy budget to cover these extras? If you do not handle the diversional therapy budget, you will need to notify the appropriate person within your workplace of the expected additional costs of this activity before running the activity.
Assessing the diversional therapy needs of a group

- **Appeal, attraction and benefits:** When you approach management for funds, extra staff or another area to run a group activity, you will need to be able to justify the need for these extras. Being able to identify the appeal, attraction and benefits to the group of the activity of their choice supports your request for additional resources and staffing. Think back to the original consultation, the views that people expressed and the choices they made. Identify what the appeal or attraction was for participating in this activity for the group. Now identify what the benefits are of participating in the group activity, for the individuals and for the consumer group as a whole.

- **Examples of benefits to participants:** The opportunity to use former skills or re-engage in a previous occupation improves self-esteem. Sharing knowledge or learning something new builds confidence. Taking responsibility for a task or a role, or being part of a team motivates people to participate. Having the opportunity to socialise or to take part in a creative or competitive activity gives purpose and meaning to activity and promotes a positive self-image and feelings of wellbeing.

- **Capacity:** This can be about how many people can be in a hall or an area, which is an important safety check when planning, but for the purpose of this assessment we will look at capacity as another level – in the sense of checking on group members’ abilities. Consider whether the individuals who will participate in the group activity have the capacity to participate for the length of time a group activity will take? Do they have the capacity to cope with the number of people in the planned group? How will the noise or busy group activity impact on them?
Develop, implement, evaluate, and adapt diversional therapy group care plans

Assessing the diversional therapy needs of a group

In addition to the eight general points listed under “Assessing the diversional therapy needs of a group”, you also need to consider the following questions when planning for a special occasion.

Developing a special occasion activity group plan:

- **Group size:** How many people are likely to participate or attend this special occasion group activity? Will any of their family or friends attend? If the special occasion involves attending an event in the community, is there a limit to the numbers that can be accommodated? Do they require tickets? Will they require a block booking so the group can be seated together? What is the approved ratio of participants to staff for a special occasion activity? Numbers may need to be limited to promote people’s safety.

- **Resources:** Are there sufficient resources for running the chosen activity for a group? Will resource materials require pre-preparation, and how will people access the materials or resources they require as they take part in this special occasion? Are there special resources, equipment/materials or entertainment for this event?

- **Safety and risk management:** Special occasion activities generate additional safety risks. You must complete a risk assessment/management plan identifying potential risks, and how these risks can be minimised or dealt with if they occur.

- **Contingencies:** Your plan “B” is very important as a backup for any unforeseen changes to the planned special occasion. An event in the community may at the last moment have a change of start or finish time. Or weather may cancel an outdoor event. Transport to or from the special occasion for group or their guests could be delayed or disrupted by road works etc. Special guests or entertainers attending the occasion at your workplace may be late.

- **Purpose:** Have you got a clear purpose for this special occasion? Think back to the original consultation meeting with the people for whom the special occasion is important. What were the views they expressed and the choices they made? Does your special occasion group plan provide these people with the opportunity to achieve the outcome (purpose) they expected?
Assessing the diversional therapy needs of a group

- **Accessibility:** Where is the special occasion going to take place: in the workplace service facility, in the community, in a public building, or out of doors? Is the venue on the ground floor or on a higher level? Are there lifts, stairs or ramps? Is there parking suitable for wheelchair taxis if required? Easy access to the special occasion venue is important to the success of any activity. If family or friends are to attend the special occasion, will there be public transport available to and from the venue? Will there be sufficient parking available for all those attending? If the special occasion is going to take place in the workplace service facility, how will staff and people who are not participating in the special occasion have access to the areas of the facility that they usually use? Do you need to organise another area for those not taking part in the special occasion?

- **Facility and environment:** Is about the choice of facility and environment and its suitability for the planned occasion. Are there safety issues from this number of people being in one area – there may be a fire service restriction on the numbers in this building or venue at one time.

Or there may be restrictions on the type of activities that can be held, eg no food or drink to be prepared or served; or noise/music restrictions. Are the toilets easy to access, and is there sufficient room if someone requires assistance?

- **Staffing:** Special occasion events usually require additional staff or volunteers. This provision needs to be discussed and organised with management at the earliest stage of planning a special occasion.

- **Costings:** A special occasion can be expensive to run. Will the participants contribute to the cost? For example: a special occasion meal at a restaurant might be paid for by the participants, with the support facility providing transport to and from the venue. The cost of providing the event must be discussed at the first consultation meeting. Funding of the special occasion must be discussed with management as soon as possible and before confirming to the group that the proposed special occasion will take place.
Assessing the diversional therapy needs of a group

- **Appeal, attraction and benefits:** Think back to the original consultation meeting and the views that the participants expressed and the choices they made. Identify what the appeal or attraction was for them from running or participating in this special occasion. How would this special occasion benefit individuals and the group? There are many benefits that you can identify, which will vary depending on the type of special occasion chosen.

- **Examples of benefits:** Taking part in a special occasion celebration of their choice will give purpose and meaning to people during the leisure activity. Self-esteem will be increased when the special occasion is to acknowledge people’s achievement. Emotional wellbeing is supported by re-engaging with family, friends and former workmates who attend the special occasion. The special occasion may be an opportunity for people to use former skills, and take responsibility for a task or a role, promoting feelings of self worth. Being part of a team and having the opportunity to socialise may enhance feelings of wellbeing.

- **Capacity:** This can be about how many people can be in a hall or an area, which is an important safety check when planning. However for the purpose of this assessment we will look at capacity at another level – that of checking on people’s abilities. Individuals who will be participating in the special occasion will need to have the capacity to participate for the length of time the special occasion will run for. Do they have the capacity to cope with the numbers of people and/or invited guests and entertainers that will be present at the special occasion? How will the noise, a different venue, or a change from their usual routine impact on them?
Goal setting for groups and special occasions

Refer back to the consultation meeting held with the group. What do the people want to achieve from their group activity? Usually there are multiple ideas. You need to write the group goals in a manner that makes it clear exactly what the group is going to do, when they are going to do this, and where it will happen.

Opportunities can also arise for some people to achieve individual goals within the larger group activity. These opportunities need to be identified and written as separate individual goals within the group everyday plan or the group special occasion plan.

**Example one: special occasion group activity goals**

Meet the residents and staff of 28 Echodale Rd, a semi-supported community shared house for eight residents.

Amanda, aged 48, has spent most of her life in special schools or care; she loves the family atmosphere at Echodale House.

Gerry is 38, John is 29, Jenni is 38, Bernie is 26 and is a new resident at Echodale. He is still adjusting to the change from living in his family home but Jessie, 31, has been trying to help him settle into his new environment. Grant recently turned 36 and as a birthday gift his family gave him a 12 months “Sky” contract. Alan is 22 and the youngest at the house.

Jane qualified as a diversional therapist eight years ago. For the past three and a half years she has worked with the residents of Echodale. Also on the staff are Sue and Andrew who work on alternate days supporting the Echodale residents with their personal cares and household responsibilities. A small group of staff job-shares the evening and weekend support.

At a recent weekly residents and staff meeting, the residents asked Jane to assist them to organise an evening having a takeaway meal then watching an All Blacks test match. Jane set up a consultation meeting with the residents to explore what they wanted to do.
Goal setting for groups and special occasions

This is Jane’s list from her consultation meeting with the residents.

1. Have a takeaway meal before watching the All Blacks on Grant’s TV.
2. Grant wants to invite his older brother and sister-in-law.
3. Amanda thinks it would be nice to have chips and dip while they watch the game.
4. Bernie is not interested in the rugby but would like a takeaway meal on the night.

With this information, Jane will write a group goal for this special occasion. She will also write several individual goals for residents who will have particular roles in the group special occasion.

Special occasion group goal: On Friday 23 June the residents of Echodale House will have a takeaway meal at 6.30pm. At 7.30pm they will watch the All Blacks test match on Grant’s “Sky” TV.

Special occasion individual goals:

5. Grant, on 17 June, will phone and invite his brother and sister-in-law to the “meal and match” on Friday 23 June.
6. Amanda will purchase chips and dips on Thursday 22 June at 2.30pm.
7. Jenni will visit the takeaway on Wednesday 21 June at 11am and check the prices and menu.
8. Bernie will take part in the takeaway meal at 6.30pm on Friday 23 June. At 7.30pm Bernie will listen to the country music programme on the radio in the sunroom.

Remember, goals state what the participants will do. A group goal will not include what the diversional therapist or other staff will do when supporting the people to achieve their goals.

Getting the “most” from a special occasion
There are many ways of extending the range of activity options around most special occasions for groups. For this example, the rugby match could be used as a theme for the week, with rugby reminiscences, a guest from a local rugby club, or an outing to watch a training session or a local Saturday game. People could make decorations in black and white, including flags or banners.
Think of the special occasion events for groups that you have assisted with, or talk to a staff member who has experience in organising these events. How did you or the other staff member get the “most” from the special occasion? Describe what was done and also your ideas of what else could have been done to make the most of this special occasion event.

The group special occasion was:

Describe how to make the most of this special occasion for a group:
Example two: Everyday group activity goals
The Echodale House residents and staff hold a weekly meeting each Wednesday morning where resident house responsibilities are discussed and a range of activities planned for the week. Jane finds this meeting valuable for assisting in planning life skills and leisure activities for the Echodale residents. At this morning’s meeting, they agreed that:

- It was Jenni and Gerry’s turn to do the weekly grocery shopping this Thursday.
- Andrew or Sue would drive Jenni and Gerry to and from the shopping centre and accompany them while they bought the groceries.
- Jane would drive a car with the other three residents and assist them with their shopping as required.
- Grant wants to buy a TV guide.
- Jessie needs some items from the chemist.
- Alan doesn’t need anything in particular but he enjoys the opportunity to go to the community shopping centre whenever he can.

Jane has written a group activity goal for the regular Thursday shopping trip. Jane has also written some individual goals for the Echodale residents who have particular tasks to complete on the Thursday shopping trip.

Group goal:
The Thursday shopping group consisting of Jenni, Gerry, Grant, Jessie and Alan, will travel to the local shopping centre by car on Thursday 29 June at 10am. The shopping group will buy the items agreed at the Wednesday meeting. The shopping group will return by car to Echodale House at 11.45am.

Individual goals:
1. Jenni and Gerry will, on Thursday 29 June at 10am, purchase the groceries as listed at the Wednesday meeting for the residents of Echodale House.
2. Grant will, on Thursday 29 June between 10am and 11.45am buy a TV guide from the bookstore.
3. Jessie will, on Thursday 29 June between 10am and 11.45am purchase items from the chemist shop.

Alan doesn’t have an individual goal. His attendance is covered by the group goal.
Goal setting for groups and special occasions

Group goals
Group goals need to be “SMART”. “SMART” stands for the words in the column on the left. The column on the right uses the Echodale example to show you how to apply the SMART principles:

<table>
<thead>
<tr>
<th>Specific</th>
<th>Specifically: the group consisting of Jenni, Gerry, Grant, Jessie, and Alan is to go shopping at the shopping centre.</th>
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<tbody>
<tr>
<td>Measurable</td>
<td>This can be measured: The group went shopping or did not go shopping.</td>
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<tr>
<td>Achievable</td>
<td>This is achievable for this group: they have participated in previous shopping trips.</td>
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<tr>
<td>Realistic</td>
<td>Is this a realistic goal for this group?</td>
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<tr>
<td>Timebound</td>
<td>The timeframe for this goal is: leaving for the shopping centre at 10am. Returning from the shopping centre at 11.45am.</td>
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Goal setting for groups and special occasions

Now think about the individual goals Jane wrote as part of this group activity. Choose one of these goals and complete the chart below to check that it is SMART.

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</tbody>
</table>
Which groups of people are you going to complete the group plans with as required for your training and assessment? The size and focus of your workplace service will affect the options you have. Before organising a group consultation and planning meeting, talk to your workplace supervisor about which people might enjoy participating in an everyday group activity and the group special occasion activity. These plans do not need to be carried out with large or extra large groups. A small to medium group would be recommended if you have not carried out these activities before.

After consulting with your supervisor, hold a meeting with the groups and explore everyday activity options and group special occasion options. Notify management of the result of the consultation and write group goals.

What is the next step towards developing the everyday group plan or the special occasion group plan?

Both diversional therapy group plans will require:

- Consent of the participants.
- Reviewing holistic assessment and social histories.
- Checking service delivery plans.
- Ongoing consultation with the group.
- Setting group goals.
- Checking workplace policies and procedures to ensure that planned activities meet the workplace guidelines. There may be a section especially about special occasions, or about limits to the number of people allowed in the facility at one time. There may also be minimum staff-to-participant ratios for group activities.
- Writing an action plan to achieve the goals.
- Evaluating the planned activity.
- Completing a risk management plan.
- Making modifications to the planned activity or environment.
- Running the planned activity with the group.
- Evaluating the outcome of the activity.
- Making written recommendations for change for running this activity in the future.
Developing a care plan for diversional therapy group activities

Consent for group and special occasion activities
The people have agreed to participate. Now you need to formally record their consent.

(Service provider’s name)

Everyday group activity or special occasion details

I give my consent for the development of group activity plan or special occasion group in which I will take part. I also give my consent for the use of these group activity plans or special occasion group plans as part of [trainee’s name] training and assessment for Unit Standard 5788.

Participant’s signature Date
Participant’s signature Date
Participant’s signature Date
Participant’s signature Date
Participant’s signature Date
Participant’s signature Date

For an extra large group special occasion activity you can gain consent at the consultation meeting. Use the regular consent form with enough space added at the bottom for all the potential participants to sign and date an entry on the page.

You may need several pages for large events. Once signed, staple the pages and file with the diversional therapy group special occasion plan.
Developing a care plan for diversional therapy group activities

Consent forms provide evidence of the choice given to the individuals to participate in planning, setting leisure activity goals, and participating in the planned activity.

Next:

- Health status: Check the health status of every person who is participating in the group event with the appropriate member of the care team. Document the result of this consultation, recording any recent changes that will need to be considered.

- Social history: Check each person’s social history for any key points related to the planned activity.

- Preferences: Check each person’s service delivery plan to ensure you have up-to-date information

- Abilities and/or capacity limitations: Check each person’s service delivery plan and/or diversional therapy care plan to ensure that you have up-to-date information.

Document all changes and special considerations identified for the group in the everyday group plan and the special occasion group plan.
Risk management plan for a group activity

Special occasion outing risk management scenario

The local Stroke Club has a young members’ group. Approximately every eight weeks, the diversional therapist organises a lunchtime outing for its members to a café or hotel for a meal.

The group is limited to between 8 and 12 people each time, with three staff to assist.

People who wish to attend inform the diversional therapist the week before the planned outing. The diversional therapist keeps a record of those who attend to ensure that everyone who is able has the opportunity to participate. The participants suggest possible venues and the diversional therapist checks these venues to ensure that there is good access and that wheelchair toilets are available.

Once the venue has been confirmed, the diversional therapist books transport and arranges with the support service team leader which staff or volunteers will be available to assist with this outing.

This week, one additional staff member and volunteer will assist on the outing. The diversional therapist meets with them in advance to discuss the lunch outing, identify any potential risks and develop a risk management plan.

The outing is to a local hotel, a venue popular because of its good value lunch meals. The group members will meet at the Stroke Club clubrooms 30 minutes before the outing. There will be ten group members attending, including two in manual wheelchairs and one in an electric wheelchair. Other group members need some level of mobility assistance. The wheelchair taxi van has been booked for 11.30am so the group should be in the hotel by 11.50am.
Risk management plan for a group activity

There are two areas of potential risk that the diversional therapist discusses with the helpers:

1. Getting to and from the venue.
2. Participating in the social event at the hotel.

The potential risks they identified were:

1. Hoisting the wheelchairs into the taxi van.
2. Securing the wheelchairs.
3. Ramp access into the hotel.
4. Access into the toilets with an electric wheelchair.
5. A busy crowded dining area.
6. One participant has special food requirements.
Stop and check your workplace service or facility’s policies and procedures. Read your workplace’s guidelines for staff using outing vans and wheelchair taxis for activities. Complete the question box following.

Please record four important points or guidelines you found in your workplace policies and procedures about using outing vans and wheelchair taxis for activities.

1

2

3

4
## Risk management plan for a group activity

<table>
<thead>
<tr>
<th><strong>Risk analysis and identification</strong></th>
<th><strong>Risk evaluation (clarifies the potential risks)</strong></th>
<th><strong>Management strategies to overcome identified risks</strong></th>
<th><strong>Communication and consultation</strong></th>
<th><strong>Monitoring (while the activity is taking place)</strong></th>
<th><strong>Evaluation and recommendations for future change</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access ramp to the hotel is steep.</strong></td>
<td>People would not be able to self-propel themselves up the ramp.</td>
<td>Two staff members will assist each wheelchair going up and down the ramp.</td>
<td>Outing team discussion decided who would assist with the chairs on the ramp.</td>
<td>The diversional therapist will observe that participants and staff can manage the wheelchairs safely on the ramp.</td>
<td>Recommendations People using wheelchairs are to be assisted into the venue first before the other participants disembark from the taxi van.</td>
</tr>
<tr>
<td><strong>Access to toilets for people in electric wheelchairs.</strong></td>
<td>The toilet cubical doors are too narrow for one chair. The owner of this chair uses a catheter bag which may need to be emptied.</td>
<td>Ensure this person’s catheter bag has been emptied before leaving on the outing.</td>
<td>Discuss this issue with the team leader and document this in the person’s service delivery plan. Explain to the person the need for emptying the catheter bag before leaving on the outing.</td>
<td>Check with the person that the catheter bag has been emptied before starting to hoist the chair into the taxi van.</td>
<td>Recommendation To reduce participants’ concerns when going on outings, all catheter bags should be emptied and checked before leaving the facility.</td>
</tr>
</tbody>
</table>
## Risk management plan for a group activity

<table>
<thead>
<tr>
<th>Risk analysis and identification</th>
<th>Risk evaluation (clarifies the potential risks)</th>
<th>Management strategies to overcome identified risks</th>
<th>Communication and consultation</th>
<th>Monitoring (while the activity is taking place)</th>
<th>Evaluation and recommendations for future change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Crowded dining room.</strong></td>
<td>There may be a lack of space, or cramping around tables especially with the wheelchairs. This could create a risk of burns from hot food or a tripping falls hazard.</td>
<td>Ensure wheelchairs are not close to a walk-through area. Book a larger table. Spread the wheelchairs along the table to prevent a bottleneck.</td>
<td>Discuss space requirements with hotel dining room manager at the time of booking. Explain to the group the need to spread out the wheelchairs along the table.</td>
<td>Observe to ensure that access to and from the table is easy, and obstruction of walk areas by wheelchairs is prevented. Check that everyone has enough space for comfort and safety.</td>
<td>The manager had organised a very large table with a good amount of space around it. <strong>Recommendation.</strong> Discuss space needs with venue management when making a booking.</td>
</tr>
<tr>
<td><strong>Special food requirements</strong></td>
<td>One participant needs food to be sliced or chopped small.</td>
<td>Check if the kitchen staff at the venue can do this. Have one of the outing team members seated by this person to assist as required.</td>
<td>Discuss this need with hotel management at time of booking. Explain to the person that a team member will be there to assist if required.</td>
<td>Volunteer will sit beside this person and assist only if required.</td>
<td>The food had been prepared to meet this person’s needs. <strong>Recommendation</strong> Discuss special food needs with manager when making the booking.</td>
</tr>
</tbody>
</table>
Question section

Turn back to the example at Echodale House of a takeaway meal and All Blacks test match evening. Think about possible potential risk factors that could occur in this example of a group special occasion.

List potential risk factors you have identified:

Describe how these risk factors could be managed:
The action plan is a written record of how the group activity will be structured, adapted and run to promote safety, enjoyment and an achievable activity outcome.

You will need to:

- Record the activity the group has chosen.
- Briefly explain how this activity matches the group’s preferences and personal choices.
- Analyse the planned activity and check what people will need to be able to do to participate successfully in this activity, eg Do they need to be mobile?
- Record the benefits to the group of participating in this planned group activity or special occasion.
- Check policies and procedures to make sure that the planned activities fit within the organisation’s guidelines.
- Record how you have evaluated this activity and identified adaptations needed in the activity, equipment or environment to ensure there is an achievable and enjoyable activity outcome for the group.
- Record the benefit to the group of any adaptations made.
- Identify and record any potential safety issues.
- Plan and record how safety issues will be dealt with.
- Organise a time and place for the activity.
- Check with the group that it is still happy with the planned group activity or special occasion.
- Organise all the resources and make bookings as required.
- What is your plan “B” – your alternative activity if a last minute difficulty prevents the running of the original activity?

You need to record all of the above points in your action plan.
### Policies and procedures

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do your workplace policies and procedures specify as the maximum</td>
</tr>
<tr>
<td>number of people who can be in the main lounge or hall at one time?</td>
</tr>
<tr>
<td>What is your workplace’s policy about people it supports preparing food</td>
</tr>
<tr>
<td>for an event?</td>
</tr>
</tbody>
</table>
What do your workplace policies and procedures state about where activities that may be noisy can take place, for example entertainment events?

Are there any restrictions to the time of day for events that may be noisy?
## Action plan

### Action plan – sample

<table>
<thead>
<tr>
<th>Group</th>
<th>The activity the group has chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Briefly explain how this activity matches the group’s preferences and choices</th>
<th>Analyse the planned activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group’s abilities/capacities</th>
<th>Evaluation of activity identifies adaptations required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits from the activity</th>
<th>Benefits from activity adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Check policies and procedures</th>
<th>Consent form completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify potential safety issues</th>
<th>Record how safety issues will be dealt with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action plan

**Action plan – sample (cont.)**

<table>
<thead>
<tr>
<th>Bookings required</th>
<th>Record equipment and resources required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date and timeframe of this event</th>
<th>Venue of group activity or special occasion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Check the group is still happy with the planned activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contingencies: Plan “B”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement diversional therapy group care plan/ special occasion plan (Record each step)</th>
<th>Evaluation of the completed activity (care plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A plan “B” is your contingency or emergency activity plan that you have prepared in advance, so that if there is an unforeseeable occurrence that prevents the running of or delays the start of the group activity or special occasion, you have a prepared alternative on hand. Here are some examples of contingency plans that can work for groups.

<table>
<thead>
<tr>
<th>Group activity</th>
<th>What has happened</th>
<th>Your plan “B”</th>
</tr>
</thead>
</table>
| Cooking group                                      | The kitchen has not supplied three key ingredients. There will be a delay of around 15 minutes before these ingredients can be made available. | 1. A cooking quiz: You have photos of unusual cooking equipment for the group to identify.  
2. Reminiscence session about restaurants of yesteryear. You have three to four photos to get the topic going.  
3. People share information about what their favourite food or meal is. Some people may need encouragement to share. |
| Guest speaker on the topic of gardens.             | Speaker is running late.                                                        | Start an impromptu quiz using the vase of flowers you have in the lounge. Ask for:  
• The everyday names of the flowers and plants  
• Their botanical names  
• Their country of origin |
| Van outing to a community event, eg a band playing in the park. | The community event has been cancelled.                                          | Alternative outing 1: art exhibition in a local hall.  
Alternative outing 2: local museum.  
Both of these alternatives have been checked previously by the diversional therapist. They meet all the requirements for safety, access, suitability etc. |
## What is a plan “B”?  

<table>
<thead>
<tr>
<th>Group activity</th>
<th>What has happened</th>
<th>Your plan “B”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainers giving a concert in the facility hall for 45 participants and some visitors.</td>
<td>Everyone is seated in the hall. A call comes through that the entertainers’ bus has a flat tyre so they will be about 20 minutes late.</td>
<td>Carole from reception is to be replaced by another staff member while Carole comes to the hall to play the piano for a community singing session until the entertainers arrive.</td>
</tr>
<tr>
<td>Attending the Mayor’s annual afternoon tea and concert in the town hall. Most residents are going to attend. This annual event is for people who experience the impact of a disability.</td>
<td>There has been a severe flu outbreak in the local community. The local council medical officer has recommended the cancellation of this event to minimise the further spread of the flu virus.</td>
<td>Kitchen staff will supply a special occasion afternoon tea to be served in the main lounge. This will be followed by a video of a local community variety concert which has not yet been played for the residents. (The video had been recorded with the permission of the artists performing and kept on hand for this type of situation.)</td>
</tr>
</tbody>
</table>
Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Evaluation component</th>
<th>Key points to be evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>Was the group too large for the chosen venue?</td>
</tr>
<tr>
<td></td>
<td>Did the number attending reduce people’s ability to participate fully in the activity?</td>
</tr>
<tr>
<td></td>
<td>Did too few people attend the event?</td>
</tr>
<tr>
<td>Resources</td>
<td>Were the resources suitable?</td>
</tr>
<tr>
<td></td>
<td>Were there enough resources?</td>
</tr>
<tr>
<td>Contingencies</td>
<td>Was there a plan “B”?</td>
</tr>
<tr>
<td></td>
<td>If it was used, how effective was it?</td>
</tr>
<tr>
<td>Purpose</td>
<td>Did the activity achieve the expectations of the group members who attended the consultation and planning meetings?</td>
</tr>
<tr>
<td>Safety and risk management</td>
<td>Did the risk management plan identify all the potential risks?</td>
</tr>
<tr>
<td></td>
<td>Were the risks reduced or eliminated?</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Did any factors prevent members of the group attending?</td>
</tr>
<tr>
<td></td>
<td>Was access to the venue appropriate?</td>
</tr>
<tr>
<td>Facilities</td>
<td>Was the venue suitable for the purpose?</td>
</tr>
<tr>
<td>Staffing</td>
<td>Were the staffing resources suitable?</td>
</tr>
<tr>
<td></td>
<td>Was the staff-to-participant ratio satisfactory?</td>
</tr>
<tr>
<td>Costs</td>
<td>Did the expenditure remain within the planned budget?</td>
</tr>
</tbody>
</table>
Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Evaluation component</th>
<th>Key points to be evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal and attraction</td>
<td>Did the activity have the appeal or attraction anticipated from the consultation and planning meeting?</td>
</tr>
<tr>
<td>Benefits</td>
<td>What were the benefits to the group from participating? How did the participants benefit from the adaptations you made in advance?</td>
</tr>
<tr>
<td>Capacity</td>
<td>Were people able to participate to their expected level?</td>
</tr>
<tr>
<td>Environment</td>
<td>Did the environment enhance the activity? How did the group benefit from this environment? What were any disadvantages to the group from this environment?</td>
</tr>
</tbody>
</table>

**Points to consider and record when writing an activity evaluation**

- Did the group appear to enjoy the activity?
- What was the verbal feedback about this activity?
- Did the activities undertaken match people’s preferences and personal choices?
- Did the planned activity respect the participants’ individuality?
- Did the group complete the activity or participate for the full time of the activity?

- Did the group require more or less assistance than you expected?
- Was the time allowed for this activity sufficient?
- Was the environment suitable?
- Was the equipment suitable for the purpose of the activity?
- What went really well in this activity?
- What didn’t go so well in this activity?
- What changes would you recommend when running this activity in the future?
Evaluate and adapt group activity care plans

**Group special occasion care plan – sample**

Please check with management or appropriate senior staff for approval to use this group care plan. Make any changes or additions they require before using this form.

<table>
<thead>
<tr>
<th>Task</th>
<th>Task detail</th>
<th>Date completed</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent</td>
<td>Number of people participating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of consents received</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking individual histories for the group members.</td>
<td>Points to be considered when planning the activity:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Task</th>
<th>Task detail</th>
<th>Date completed</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking care plans or service delivery plans for the group members.</td>
<td>Record of files read/checked:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking individual holistic assessments.</td>
<td>Points to be considered when planning the activity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get update from the multidisciplinary team or health-care supervisor on the health and wellbeing of the group members.</td>
<td>Points to be considered when planning the activity:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Task</th>
<th>Task detail</th>
<th>Date completed</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing group goal/goals.</td>
<td>Group goals and individual goals within the group activity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies and procedures Checked.</td>
<td>Recommendations and/or restrictions for group activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation and approval from management.</td>
<td>Recommendations, changes, additions, required by management. Management approval of planned activity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Task</th>
<th>Task detail</th>
<th>Date completed</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse the proposed group activity and record any adaptations required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan the group activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of group activity and group goal.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kuri Bush is a large elder care residential facility. Barbara is a qualified diversional therapist working there for 35 hours per week, planning and providing a leisure activity programme for people in the hospital wing, dementia unit and general wing. Angie is a trainee diversional therapist employed for 15–20 hours per week on flexible hours. Angie works mainly in the general area of the facility, and is supervised by Barbara.

Kuri Bush has a regular walking group. Members of this group are quite mobile, although they all have health conditions affecting their physical wellbeing. Each outing of the walking group is for no more than eight people, accompanied by two staff members.

Week one
The walking group suggests that it would like to go to the botanical gardens. Barbara consults with management who approve of the activity and think it would be a good idea to see if any other people would be interested in participating. Barbara schedules an activity planning meeting into her next week’s programme of events and activities and tells management, Angie and people at Kuri Bush about the meeting.

Week two
Barbara chairs the meeting, which is attended by 33 people. Angie and two volunteer helpers attend. Suggestions arising from the meeting are:
• Walking through the rhododendron dell
• Having morning tea
• Lunch in the café
• Taking a picnic
• Feeding the birds in the aviary
• Seeing the orchids in the hothouse
• Coming home past the marine parade
Barbara takes notes of all the discussion details, and after the meeting meets with Angie to discuss the suggestions. They decide that a brief questionnaire would be the best way of checking interest in the proposed events. Barbara explains to Angie food in the café would be too expensive for most people and that the diversional therapy activity budget could not cover the costs. However, a picnic meal could be provided by the kitchen within the usual facility meal budget.
Week two

Day one
Angie takes a short questionnaire around people at Kuri Bush to find who wants to attend, whether they want a morning tea or a picnic lunch in the gardens, and would they prefer a Wednesday or Friday for this event.

Day two
Barbara and Angie discuss the results of the questionnaire. Barbara meets with management to give them the results of the consultation and asks for approval to plan for a picnic at the botanical gardens in five weeks’ time on a Friday from 11am–3pm, for 37 people. (26 of the people at the original consultation meeting wanted to participate, and 11 other participants were identified by the questionnaire.)

Management asks Barbara to check transport options and costs

Day three
Barbara contacts local bus operators checking availability of buses on the planned date, the cost, wheelchair options, the numbers the bus would seat and the time needed to assist people into and off the bus. She also phones the wheelchair taxi van to check availability, costs, and number of people that could be taken per trip.

Barbara checks the facility’s policies and procedures for guidelines for an event of this type with this number of participants.
Later in the day Barbara meets with management to give feedback about the transport options. The result of the discussion was that the picnic in the gardens in four weeks’ time would be approved provided:

- There would be a minimum of unused seats in the bus (the need to be cost effective).
- The cheapest transport option that could provide for the needs of this event would be used.
- Barbara must submit her group activity plan to management two weeks before the event.

Barbara would negotiate with the senior kitchen supervisor for the food needs, which must fit within the normal food budget for a lunch meal.

**Day four**

Barbara meets with the senior food supervisor to discuss picnic options that would meet with the participants’ picnic choices and are within the available budget. Barbara updates Angie from the discussion with management and the food supervisor, and asks Angie to pencil the day of the planned event into her work diary.

Barbara starts the initial plan for this large group picnic activity, as follows.

<table>
<thead>
<tr>
<th>Date and timeframe of this event</th>
<th>Venue of group activity or special occasion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 25 October 11am–3pm</td>
<td>Green Valley City Botanical Gardens, 203 Green Valley Road.</td>
</tr>
<tr>
<td></td>
<td>The bandstand area is accessed from the main entrance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>The activity chosen by the group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight Kuri Bush walking group members plus 29 other people who attended the meeting or answered the questionnaire. Total of 37 people.</td>
<td>A picnic lunch at the botanical gardens.</td>
</tr>
<tr>
<td></td>
<td>Walking in areas of the botanical gardens.</td>
</tr>
<tr>
<td></td>
<td>Viewing the hothouse collections.</td>
</tr>
</tbody>
</table>
Evaluate and adapt group activity care plans

Briefly explain how this activity matches the group’s preferences and choices.

- Original idea came from the walking group.
- A meeting was held to gauge interest – 33 people attended.
- A questionnaire was distributed to gauge other people’s interest in the proposed event.
- A total of 37 people wish to attend.

Analyse the details of the planned activity

- Transport to and from the botanical gardens by bus and wheelchair taxi.
- Picnic will be in the bandstand area where there is plenty of seating and some tables, good paths for easy access and toilets near by, and shelter in case of rain.
- Picnic meal to be provided by the kitchen and taken to the event in the facility car.
- The participants will arrive in time for the picnic meal.
- After the picnic meal, the eight members of the walking group will walk to the Rhododendron dell, accompanied by a staff member and a volunteer.
- Two groups will walk and use electric wheelchairs through the hothouse accompanied by Angie, two volunteers and three family members. (Will need seats for a rest during the hothouse walk.)
- Group of less mobile residents supervised by Barbara and assisted by two volunteers and a family member will feed the ducks and view the gardens from the bandstand area. (seated)
### Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Groups’ abilities/capacities</th>
<th>Evaluation of activity identifies adaptations required</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Group is of mixed level of abilities. All communicate verbally or use a communication aid. Can follow instructions.</td>
<td>• Extra time needed to assist people into the bus and their seats (to and from trips).</td>
</tr>
<tr>
<td>• Four people with special diet requirements.</td>
<td>• Extra seating through the walk areas to ensure enough rest options. Bring folding patio seats.</td>
</tr>
<tr>
<td>• Some people will fatigue quickly if walking a distance.</td>
<td>• Bring umbrellas for shade</td>
</tr>
<tr>
<td>Mobility issues:</td>
<td>• Picnic to be held close to the entrance to gardens to reduce walking</td>
</tr>
<tr>
<td>• Two electric wheelchairs</td>
<td>• Permission needed to bring a car and taxi wheelchair van into the bandstand area to set down people in wheelchairs and those with poor mobility.</td>
</tr>
<tr>
<td>• Three non electric wheelchairs</td>
<td></td>
</tr>
<tr>
<td>• Nine people use walking frames</td>
<td></td>
</tr>
<tr>
<td>• Eight reasonably independently mobile people</td>
<td></td>
</tr>
<tr>
<td>• Six people with limited mobility</td>
<td></td>
</tr>
<tr>
<td>• 1 AWL risk participant (could wander away from the activity and group)</td>
<td></td>
</tr>
</tbody>
</table>

### Benefits from the activity

This is an activity selected and planned by the group. The activity can enhance social opportunities and promote feelings of wellbeing from being outdoors in a beautiful environment.

### Benefits from activity adaptations

All of the large group will have access to the botanical gardens. The adaptations help people participate in an outdoor activity of their choice.
## Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Check policies &amp; procedures</th>
<th>Consent form completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara identified the following relevant guidelines and actions:</td>
<td>Angie to do this next week</td>
</tr>
<tr>
<td>- Staff ratio to group.</td>
<td></td>
</tr>
<tr>
<td>- Document plan and list of participants, estimate time of return, give all this to administration staff in the office before the group leaves the facility.</td>
<td></td>
</tr>
<tr>
<td>- Two cell phones with an emergency phone contact list and first aid kit must be taken.</td>
<td></td>
</tr>
<tr>
<td>- Have an update of participants’ health and wellbeing with senior staff within a maximum of 24 hours of event.</td>
<td></td>
</tr>
<tr>
<td>- People’s medications and their use are to be checked and explained to the diversional therapist by the senior nurse before the group leaves the facility.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify potential safety issues</th>
<th>Record how safety issues will be dealt with</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Garden paths that are uneven or covered with gravel.</td>
<td>- Check paths the week before and plan/document which walkways can be used safely by the group.</td>
</tr>
<tr>
<td>- Shrubbery area walks where participants cannot be seen.</td>
<td>- Out of sight bush walks will not be used.</td>
</tr>
<tr>
<td>- Heat and humidity of the hothouses.</td>
<td>- Discuss heat and humidity of the hothouse issues with senior nurse and identify people at risk from this environment. List people not to be taken into the hothouse and plan an alternative for them.</td>
</tr>
<tr>
<td>- A participant who is a wandering risk.</td>
<td>- Participant who is a wandering risk will attend only if a family member can be accompany the person one-to-one.</td>
</tr>
</tbody>
</table>
## Bookings required
- Book picnic meal with facility kitchen
- Book bus and driver with the transport company
- Book wheelchair taxi van
- Book transport access to the bandstand area with botanical gardens’ management
- Book video for Plan B

## Record equipment and resources required
- Two cell phones, fully charged, with phone list
- First aid kit
- Medications as required
- Extra seating (folding)
- Extra tables (3 folding picnic tables)
- Lap trays 8
- Hand towels and wet wipes, alcohol hand wash
- Emergency bag containing extra catheter bags, incontinence pads, cuddly rug etc
- Diabetic supplies including barley sugar
- Toilet paper
- Sun umbrellas
- Sunhats
- Sunscreen and insect repellent
- Camera (fully charged)

## Check the group is still happy with the planned activity
Will complete this check in week three

## Contingencies: Plan “B”
- If the weather is unsuitable the event will be postponed to the next fine Friday.
- A 40-minute travel video is available from the public library on famous gardens around the world. It will be collected the day before the event as a back up.
- A gardening hints and plant identification quiz will have been prepared and ready for use after the video.
### Evaluate and adapt group activity care plans

#### Week Two

**Day 6**

*Barbara and Angie discuss the initial group activity plan and divide tasks and responsibilities as follows.*

<table>
<thead>
<tr>
<th><strong>Barbara’s tasks</strong></th>
<th><strong>To be finished by:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm bus and wheelchair taxi van bookings.</td>
<td>Friday week two</td>
</tr>
<tr>
<td>Confirm booking of picnic food, and special diet needs of four participants with kitchen management.</td>
<td>Friday week two</td>
</tr>
<tr>
<td>Check care/service delivery plans of participants.</td>
<td>Friday week two</td>
</tr>
<tr>
<td>Develop group goals. Write a group care plan for this event.</td>
<td>Monday week three</td>
</tr>
<tr>
<td>With Angie, review group care plan and goals.</td>
<td>Monday week three</td>
</tr>
<tr>
<td>Contact participants’ family members who could attend and assist at the picnic.</td>
<td>Tuesday week three</td>
</tr>
<tr>
<td>List participants’ family members who could provide transport on the day.</td>
<td>Tuesday week three</td>
</tr>
<tr>
<td>Meet with senior nursing staff to discuss health issues of participants.</td>
<td>Tuesday week three</td>
</tr>
<tr>
<td>With Angie, develop a risk management strategy for this event.</td>
<td>Wednesday week three</td>
</tr>
<tr>
<td>Give management event progress feedback, the risk management plan, a copy of the group care plan, and an outline of event expenses. Get management approval of the additional staff required.</td>
<td>Wednesday week three</td>
</tr>
<tr>
<td>Hold a brief consultation/feedback meeting with participants on the progress of the plans.</td>
<td>Thursday week three</td>
</tr>
<tr>
<td>Meet with volunteer team, outline the event and their roles and responsibilities.</td>
<td>Monday week four</td>
</tr>
<tr>
<td>Discuss and check with Angie progress of all the tasks.</td>
<td>Week four Wednesday</td>
</tr>
<tr>
<td>Discuss roles and responsibilities with the additional staff for this event.</td>
<td>Tuesday week five</td>
</tr>
<tr>
<td>Final check with the family members who are attending and providing assistance.</td>
<td>Wednesday week five</td>
</tr>
<tr>
<td>Final check with all transport providers.</td>
<td>Thursday week five</td>
</tr>
<tr>
<td>Final participant health/wellbeing check with senior nurse. Discuss medication requirements for participants and organise the pack of medications to be available on Friday by 10am.</td>
<td>Thursday week five</td>
</tr>
</tbody>
</table>
## Evaluate and adapt group activity care plans

**Barbara’s tasks (continued)**

<table>
<thead>
<tr>
<th>Task</th>
<th>To be finished by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final consultation and feedback to management.</td>
<td>Thursday week five</td>
</tr>
<tr>
<td>Final check with senior kitchen staff for picnic meal and special food requirements.</td>
<td>Thursday week five</td>
</tr>
<tr>
<td>On the day, talk to all participants and remind them when they have to be ready by and where they will be collected from.</td>
<td>Early Friday morning week five</td>
</tr>
</tbody>
</table>

**Angie’s tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>To be finished by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angie will contact the botanic gardens’ management to organise transport access to the garden’s bandstand area.</td>
<td>Friday week two</td>
</tr>
<tr>
<td>Check how many folding chairs are available from the Kuri Bush elder care facility.</td>
<td>Friday week two</td>
</tr>
<tr>
<td>Contact Kuri bush volunteers and check their availability to assist.</td>
<td>Monday week three</td>
</tr>
<tr>
<td>With Barbara, review the group care plan and goals.</td>
<td>Monday week three</td>
</tr>
<tr>
<td>With Barbara, develop a risk management strategy.</td>
<td>Wednesday week three</td>
</tr>
<tr>
<td>Book video of famous gardens from the public library.</td>
<td>Thursday week three</td>
</tr>
<tr>
<td>Attend a brief consultation/feedback meeting with participants on the progress of the plans.</td>
<td>Thursday week three</td>
</tr>
<tr>
<td>Contact other local diversional therapists and borrow extra folding chairs and folding tables.</td>
<td>Friday week three</td>
</tr>
<tr>
<td>Select or develop a gardening topic quiz for plan “B”.</td>
<td>Friday week three</td>
</tr>
<tr>
<td>Publish the coming event in Kuri Bush’s newsletter. Also publish a request to borrow several sun umbrellas from families or staff.</td>
<td>Friday week three</td>
</tr>
<tr>
<td>Check contents of outing emergency bag. Organise replacement of any items as necessary.</td>
<td>Monday week four</td>
</tr>
<tr>
<td>Check first aid kit and availability of facility cell phone and charged batteries.</td>
<td>Monday week four</td>
</tr>
<tr>
<td>Collect borrowed folding chairs, tables and umbrellas.</td>
<td>Wednesday week five</td>
</tr>
<tr>
<td>Check with participants that they will attend on Friday.</td>
<td>Wednesday week five</td>
</tr>
<tr>
<td>Discuss with staff when participants need to be ready for the outing, including how long they need to be or get dressed.</td>
<td>Thursday week five</td>
</tr>
<tr>
<td>On the day, remind all participants when they have to be ready by and where they will be collected from. Give them their reminder list for the event.</td>
<td>Early Friday morning week five</td>
</tr>
</tbody>
</table>
Evaluate and adapt group activity care plans

**Week Four**

**Thursday**

Barbara and Angie go to the gardens. They explore, and document the following discoveries:

- The entrance and parking areas have plenty of room for the bus.
- The special access drive into the bandstand area is a drop off area only, so the wheelchair van will need to return to the car park after dropping off the people in wheelchairs.
- By walking down all the paths that participants could use, they find an area surfaced in coarse gravel that would be a problem for participants who are less mobile and for wheelchairs. They note that this path should not be used by the group.
- Cell phone coverage is not a problem.
- There was no problem with access to the toilets. There are only three toilets in the bandstand area, so it will be important to try and manage the timing of use to avoid a bottleneck.
- There is plenty of seating and tables in the bandstand area. They would bring one extra folding table on the day.
- The walk to the hothouse was not too far. The paths were flat and in good condition.
- It was quite warm in the hothouse so participants might need to take their jackets off.
- There was not enough seating in the hothouse so they will take four extra folding chairs as extra seating for participants who need to rest.
- The bandstand area has areas of shade that participants could move to if they became too hot.
- The main rhododendron walk was quite long – it took Barbara and Angie 25 minutes walking briskly to complete it. However there was a shorter loop track through this area which took them 10 minutes to complete and had seats along it. The eight members of the regular walking group could use this shorter, loop track. Angie and Barbara estimated it would take the group 12 to 15 minutes to complete.
Evaluate and adapt group activity care plans

**Week four**

**Friday**
Barbara contacts the transport companies to confirm the entrance to the gardens that they will use, where the vehicles can be parked, confirms the route to be taken and discusses the time that will be needed to assist people on and off the bus.

Barbara also checks that a step can be provided to assist those who find the bus step too high.

**One staff member will make sure that the four people with special food needs get the correct food at the picnic. All staff will assist participants with the picnic meal and with toileting as required.**

**Angie puts up posters/notices on the notice boards around the facility to remind people of the coming special group picnic.**

**She checks that the camera batteries are charged.**

**Week Five**

**Monday**
Barbara and Angie meet to go over the group care plan again, check that all the adaptations will work and that the tasks on the special occasion to do list were up to date.

**Tuesday**
Barbara discusses roles and responsibilities and gives an outline of the planned event to the additional staff who will help on Friday. Staff will assist participants on and off the transport and accompany the less mobile walking in the gardens.

One staff member will make sure that the four people with special food needs get the correct food at the picnic. All staff will assist participants with the picnic meal and with toileting as required.

Angie puts up posters/notices on the notice boards around the facility to remind people of the coming special group picnic.

She checks that the camera batteries are charged.

**Wednesday**
Barbara has a final meeting with management.

Barbara and Angie phone the volunteers and family members who had offered to help, to remind them of the event, where and when they will be needed and where they can park their cars.

Barbara and Angie list who will be going in the bus, in the wheelchair taxi van, and in family cars. They also list which staff will be in the bus, the wheelchair taxi and the facility car. On this list they include the facility workplace name, address and contact numbers, the contact number of the cell phone Barbara and Angie are taking, the address of the botanical gardens and picnic area, and the timeframes of the picnic. Copies of this list are given to the staff members assisting on the picnic.
Evaluate and adapt group activity care plans

Thursday
Angie collects the emergency outing bag and the first aid kit and puts them in the facility car. She organises the table and extra chairs and umbrellas that are going in the luggage lockers of the bus. She prepares the “reminder list” of key points that participants need to be given about the event and what they should have with them.

Barbara and Angie meet with the senior nurse to review the health and wellbeing of the participants. Medication requirements are discussed and documented on a list to be taken to the picnic.

The person who is a wandering risk is discussed. A family member will take this person to the picnic in a family car and stay with the person for the event, sharing in the activities. They will then take the person back to Kuri Bush, not dropping them off in the carpark but returning them to their bedroom wing and notifying the on duty staff of their return.

Barbara completes a final check with the kitchen about the picnic food and drink and where and when to collect the prepared picnic. Angie phones the transport services for a final check.

Angie collects the famous gardens video from the library and stores it in the office with the prepared quiz as the plan “B” option.

Barbara gives a final update of the picnic event to management. Barbara and Angie go over their picnic “to do” list checking that every item has been covered.

Friday: “Picnic Day”
Early on Friday morning, Barbara and Angie speak to all the participants reminding them when they need to be ready, what to bring, and where they assemble for transport to the picnic. They give each person a reminder list.

Angie and Barbara talk to the senior carers, checking that they are up to date with the participants’ timetable and what they need to bring.
Barbara collects the medications and puts them in her lockable bag along with the cell phone and list of staff and volunteers attending the picnic.

Thirty minutes before the bus arrives, Angie collects the boxes of food and drink.

Barbara checks that reception staff also have a copy of the picnic plan, the list of everyone going on the picnic and her cell phone number. Barbara and Angie supervise the parking of the bus van and family cars that have arrived.

A staff member packs the food, tables, chairs, umbrellas and other items being taken into the luggage area of the bus.

A step has been provided by the bus company.

Barbara checks everyone off her list as they board their transport. The family car drivers have been asked to wait until after the bus and van leave the grounds so that the various vehicles will not become separated on the trip. Two staff will assist people into the bus. A volunteer will help people to their seats. One staff member will assist the wheelchair van driver.

Angie and two volunteers will assist the participants into the cars checking that the family driver understands where to go and when to leave. One staff member will travel with the wheelchair van. Angie, one care staff member and a volunteer will travel with the bus. Barbara will travel in the facility car taking two volunteers with her.

The bus leaves Kuri Bush at 11.08am followed by the wheelchair van, the family cars and Barbara driving the facility car.

At the picnic

Angie is first out of the bus and directs where the bus and family cars park. She directs the wheelchair van along the access lane to the bandstand. The staff member on board assists the driver unload the wheelchairs. The van then leaves, due to return at 2.50pm.

Barbara and a care staff member assist people from the bus and a volunteer then shows people to the bandstand area. A volunteer assists participants and family members from the cars and directs them to the bandstand area. At 11.45, Barbara and Angie check the list of participants to ensure everyone is in the bandstand area.
Evaluate and adapt group activity care plans

The entire group is seated in the area near the tables. Sun umbrellas are put up for those who need shade. Sunscreen and insect repellent are applied.

The picnic lunch is served, with Angie, Barbara and staff members assisting any participants as required. The staff member responsible for people with a special diet checks the list and gives them the food that has been prepared for them. She supervises and assists these people with their meal if they require assistance.

After the picnic lunch, everyone relaxes in the sun admiring the gardens.

Shortly after the meal the walking group of eight people, in the company of one staff member and a volunteer, set off to walk the loop path through the rhododendron dell.

The remaining participants divide into the pre-planned groups to walk and view different areas of the garden. Two groups go to the hothouses, accompanied by Angie and two volunteers plus three family members. Angie takes four folding chairs in case seating is needed in the hothouses.

Barbara, assisted by one volunteer and a family member, helps a small group of less mobile participants to move the short distance from the picnic tables to where they can sit and see the duck pond. Barbara gives them a bag of bread scraps from the facility kitchen. In no time at all this group is surrounded by hungry ducks.

The person who is at risk of wandering is accompanied by their family member throughout, is enjoying themselves and is content to stay seated feeding the ducks.

Angie’s two groups walk leisurely through the hothouses until one person finds the atmosphere too hot and clammy. This person’s friend and Angie accompany her to the seating outside near the main door. Once Angie is certain all is well, she returns to check on the progress of the groups in the hothouse and sends one of the volunteers to sit with the two people outside.

At 2.15pm Angie tells the group that it is time to leave the hothouses to walk back to the bandstand area. Angie uses her cell phone to tell Barbara they are starting the return walk to the picnic area.
Barbara uses the facility cell phone to contact the staff member with the walking group in the Rhododendron dell to check whether they could be back by 2.30.

Barbara and the volunteer tell the group at the duck pond area that it is time to start back on the short distance to the picnic tables because the other groups are returning.

All three groups arrive back at the picnic table area within minutes of each other. The walking group was last as it stopped to discuss an unusual plant. The staff member with this group had needed to remind them that they were due back now.

Barbara phones the bus and the wheelchair van driver to say that they were getting ready for the return trip. Staff and volunteers serve cold drinks to those that want them while the resources are being packed up.

The wheelchair van arrives at the bandstand access area. The staff member who assisted the van driver on the trip here does the same again, including checking that the wheelchairs are secure on board. Barbara checks on her list that everyone who should be is on board, then phones Kuri Bush to say that the first group of participants is about to leave the gardens.

Barbara, Angie, the staff members and volunteers walk with the remaining participants and family members out to the main car park where the large bus is waiting. Two staff members assist people on to the bus. Angie and the volunteers assist people into the family members’ cars. Angie asks the drivers to wait until Barbara gives the signal to go for the return trip.

Barbara checks everyone off her list as they board the vehicles and bus for the return trip. She talks to the family member of the person who is a wandering risk and reminds them to accompany the person inside and ensure that a staff member is aware of their return and will take responsibility for the person’s whereabouts.
Evaluate and adapt group activity care plans

Barbara signals the bus and cars to leave. She then phones Kuri Bush to tell them that the rest of the group is leaving on the return trip home.

In the Kuri Bush car park, the participants are being assisted inside. Barbara and Angie go around the family drivers and thank them for their help and support in the day’s event. They thank the bus and van driver then check in with administration to report that all participants have returned to the facility.

Angie and Barbara then hold a brief meeting with the volunteers and support staff to receive their feedback of the event and thank them for their assistance.

Angie and Barbara then discuss the feedback given by staff and volunteers and discuss any issues – what went well and what they would change if they were to hold this event again. While this is fresh in their minds they write their report of the picnic day with an evaluation and recommendations for change. They then give verbal feedback to management along with a copy of the report.

Week six

Monday

Angie and Barbara thank the kitchen staff and all other facility staff who helped make this special occasion event successful.

Barbara displays photos from the picnic on the facility notice boards. Angie writes an article about the picnic for this week’s newsletter.

Barbara and Angie check with participants for their feedback and record these comments with their report and evaluation.
### Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
<td>This was a large group to manage and required a high level of extra help. It was a struggle to provide enough individual attention to participants.</td>
<td>Limit numbers of participants on future events of this type to a maximum of 25</td>
</tr>
</tbody>
</table>
| Transport      | • Wheelchair van and large bus worked well, bus company and van driver experienced in assisting participants and managing wheelchairs.  
• Without the good support of family drivers this event would not have worked.  
• Communications with families to organise this event was very time consuming. | Limiting the numbers of participants to 25 would reduce the number of family cars required, and reduce the time needed to organise this part of the special occasion planning. |
| Venue          | Green Valley Botanic Gardens was excellent for a picnic. The bandstand site was central to the areas the group wished to see and walk to. Good tables and seating available. Three toilets near by. | Excellent area for this purpose. Recommend this area for future outdoor events. |
| Staffing       | 2 diversional therapists, 3 care staff, 3 facility volunteers attended, along with 5 family member supporters/helpers. This number of staff, volunteers and family support was required to allow the group to participate in the range of walking options this venue provided. | Limiting the numbers to 25 and reducing the walking area options from four to two would make this activity more manageable and easier to staff. |
| Timeframe      | There was enough time to allow group members to participate in the activities of their choice. |                                                                                   |
## Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>Special diet for four participants supplied in clearly named packages.</td>
<td>Recommend addition of thermos flasks of hot water and resources to make tea and coffee as required.</td>
</tr>
<tr>
<td></td>
<td>Picnic food for participants, staff and volunteers supplied: four choices of sandwiches, two choices of muffins, cold drinks of cordial or fresh water, fresh fruit. Plastic disposable cups and paper serviettes supplied.</td>
<td>Disposable paper/plastic plates to serve food on.</td>
</tr>
<tr>
<td></td>
<td>There was enough food and drink for all attending. A small amount of fruit was over and returned to the kitchen.</td>
<td>Bring several knives for cutting sandwiches and peeling fruit.</td>
</tr>
<tr>
<td></td>
<td>Some participants would have enjoyed a hot drink.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some participants had difficulty with food served on serviettes. Three people needed sandwiches cut into smaller pieces – the disposable knives were not very good for this.</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting preferences and choices</strong></td>
<td>This special occasion allowed the maximum number of people to participate in a picnic at the Botanical Gardens, which was suggested by the walking group.</td>
<td>• Review the number of walking options offered.</td>
</tr>
<tr>
<td></td>
<td>The participants were consulted at main stages of the planning of the special occasion.</td>
<td>• Negotiate for the eight members of the Friday walking group to have more opportunities to walk in areas beyond Kuri Bush’s grounds.</td>
</tr>
<tr>
<td></td>
<td>The range of walking activities provided opportunities for participants functioning at different levels to participate.</td>
<td>• That participants continue to have the opportunity to be consulted and contribute to the planning of group and special occasion activities.</td>
</tr>
<tr>
<td></td>
<td>Feedback from the group:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Great day out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can we do this again</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hothouse visit a highlight for many</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The walking group enjoyed the change of scene for their weekly walking session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feeding ducks was fun and brought back memories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A nice day but a bit exhausting</td>
<td></td>
</tr>
</tbody>
</table>
## Evaluate and adapt group activity care plans

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td>Provision of a step by the bus company reduced risk from a high bus step. Ensuring the person at risk of wandering was accompanied one-on-one by a family member worked well. Cell phone communication ensured contact and safety of groups walking in different areas. Two staff to assist with toileting help worked well. One staff member responsible for collecting and supervising the four people with special diet requirements ensured that the people received the correct special diet and the help they required. Checking the participants against a master list ensured everyone was accounted for to and from the special occasion. Communication by cell phone to administration staff at Kuri Bush ensured there was back up in the event of a delay or mechanical break down, or if an adverse health situation developed with any participant, staff, volunteer or family support person on the special occasion event.</td>
<td>• Check when booking all transport that a step can be supplied. • At least two cell phones to be taken on all outings. Large events such as special occasion outings require three or more cell phones. • One staff member to be responsible for participants with special diet requirements. • Use a master list to account for everyone to and from the special occasion. • People at risk of wandering must be accompanied on a one-on-one basis.</td>
</tr>
</tbody>
</table>
You have come to the end of the workbook for:
**Develop, implement, evaluate, and adapt diversional therapy group care plans**

Now you have finished this workbook you will have learned more about:
- Assessment of the diversional therapy needs of groups.
- Setting group leisure activity goals.
- Risk management planning of group activities.
- Recommending and/or making adaptations to group’s leisure and activity goals and care plans.

**Check the following:**

- Please check over all the activities to make sure you have completed them.
- Complete the trainee assessment portfolio and remember to sign your assessment portfolio in the place provided, verifying that you are the one who has completed all the assessments.

When you have completed the trainee assessment portfolio and have been signed off as competent by your assessor, your assessor will complete a Certificate and give it to you.

If you wish, you could frame it for display or mount it in a record book.
You have now completed
5788 V4 Develop, implement, evaluate, and adapt diversional therapy group care plans:
part of a Careerforce learning series designed for support workers in a health or disability setting.

Disclaimer: The images contained in these workbooks are visual illustrations only and are not representative of actual events or personal circumstances.