

Skills Training for Community Engagement Modules

Module 6 — Where I Belong (Community Engagement)

Introduction to Module

Being part of the community is an important part of living a meaningful and independent life. For the people you support, being involved in the community provides opportunities to build relationships, develop skills, make choices, and experience a sense of belonging.

Being part of the community can include many different activities, such as going to work or school, shopping, attending community events, participating in recreation, visiting libraries or parks, volunteering, using public transportation, or simply spending time with friends and neighbors. These everyday experiences help people develop confidence and greater independence while connecting with the people and places around them.

This module will guide learners to explore what they love, places that feel right (and wrong) and encourage thoughts around advocating for what they want and what relationships they have that can help them explore what matters to them.

Lesson 1: What I Love

Learning Objective: In this activity, learners will identify what they are interested in. Then discuss what they chose and why.

Lesson Overview:

Lesson Materials	• Photo array • Paper/whiteboard for writing learner responses
Instructor Preparation	• Print a copy of My Hobbies and Interests Worksheet for each learner • Alternatively, staff could present the Worksheet on a computer screen or otherwise in a format large enough for the entire group to see, then lead the discussion as outlined below.
Lesson Details	Lesson Introduction/Activity: 1. SAY: Today we are going to talk about things you like in order to figure out things you might like to do in the community. 2. Hand out or present the My Hobbies and Interests Activity with each learner. 3. The first step is to Identify: Give learners time to review the sheet and ASK: What looks fun to you? What is something you already do? 4. The second step is to Reflect: Ask each learner to circle one of the options under each activity (Thumbs up: I like this; Thinking Emoji: I'm not sure, Thumbs down: I don't like this) 5. The third step is to Discuss; Pair learners up or form small groups so each person has 2 minutes to share their cards and talk about why they made the choices they did. 6. The fourth step is to Debrief: Bring the whole group together to highlight common themes or difference between learners. 7. Follow Up Activity: Ask learners to talk about a hobby they have that wasn't given as an option on the Worksheet.
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"

Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.
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Where I Belong - Lesson 1

My Hobbies and Interests

Choose the option that best describes how you feel about the situations listed below.
Then, share one hobby you enjoy with the group. What do you like about this hobby?



DOING THINGS WITH OTHERS

(Playing games, group activities, or helping together)



WORKING ON A COMPUTER

(Playing games, typing, watching video, or going online)



FIXING THINGS / WORKING WITH TOOLS



LISTENING TO MUSIC





DRAWING/PAINTING



COOKING

(Making food, mixing ingredients, or helping prepare meals)



GARDENING / TAKING CARE OF PLANTS



TAKING CARE OF ANIMALS





SPORTS



EXPLORING MY COMMUNITY



PHOTOGRAPHY



DOING HAIR AND MAKEUP



Where I Belong - Lesson 1

3-2-1 Review: What I Love

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 2: Places that Feel Right

Learning Objective: Learners will identify places that feel right, places that do not feel right, and places they do not know yet. This will help learners discover places in the community they may want to visit.

Save the “feels right” photos. They will be used in a later activity.

Lesson Overview

Lesson Materials	• Photo array • Optional: take and print photos from the local community to include in photo array • Emoji Cards
Instructor Preparation	• Print and cut out enough copies of the Emoji Cards for each learner • Print and cut out the set of photos from the array so that each learner has an identical set.
Lesson Details	Lesson Introduction 1. SAY: Today we are going to talk about places in the community and how we feel about them. There are no right or wrong answers here, this is about how you feel. 2. SAY: I am going to give each of you some pictures of places in the community. I would like you to sort each of the pictures into one of these three zones: • Feels Right: A place where you feel comfortable and be yourself. • Feels Hard: A place where you feel judged, unsafe, or uncomfortable. • Not Sure: A place you don't know or don't have a strong feeling about. Lesson Activity: 1. Hand out the Emoji Cards to each learner as well as a few photos to each learner. 2. Wait at least 60 seconds. Watch the learner's face and body as they look at the photos, not their hands. Encourage learners to ask questions if they seem unsure of the directions or what to do. 3. Allow learner to make their own choices. 4. Ask each learner to choose one photo for each category on the Emoji Cards.

	5. Ask learners who are comfortable sharing for examples from each category on the Emoji cards 6. Reflect with each learner what you hear them saying, without interpretation. 7. For example: If a learner says, "I don't like the mall" say "So the mall feels hard for you." Don't say: "Is it because it's too loud?" 8. Collect and hold onto each person's photos of places that feel right. They will be used again in Lesson 5, Be a "Regular!", where learners will reference these photos to choose their place.
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

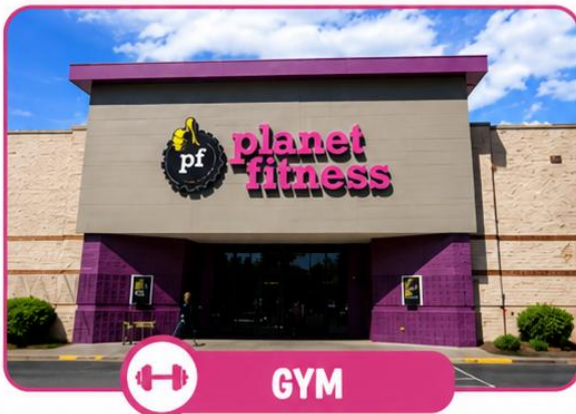
Where I Belong Lesson 2

— Emoji Cards —



Where I Belong - Lesson 2

Examples — Places Photos



Examples — Places Photos



CHURCH



BANK



CAR DEALERSHIP



BAKERY



HARDWARE STORE



POST OFFICE

Examples — Places Photos



Examples — Places Photos



AUTO REPAIR SHOP



FIRE STATION



FARM



BARBERSHOP



LAWN CARE SERVICE



ART MUSEUM

Where I Belong - Lesson 2

3-2-1 Review: Places that Feel Right

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 3: Saying What I Want and Do Not Want

Learning Objective: Learners will identify what they **like and don't like**, practice **making choices**, and explain their choices. They will also practice **saying “no” clearly and respectfully** when something does not feel right.

Lesson Overview:

Lesson Materials	• Print out of the Scenarios below
Instructor Preparation	• Review scenarios before lesson • Copies of scenarios if giving them to learners to act out.
Lesson Details	Lesson Introduction: 1. SAY: Saying what you want or do not want is something everyone has the right to do. 2. Today we will practice saying both. Lesson Activity: 1. Read the first scenario. 2. Wait for 15 seconds without speaking. Watch for looks of confusion and help when needed. 3. If there is no response, offer two choices: “Which would you choose: A or B?” 4. Whatever response comes, reflect with the learner” “You said you would choose to go for a walk?” 5. Review two or three scenarios at most.
Lesson Reflection	As a whole group, or as individuals, complete the “3-2-1 Review!”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Where I Belong - Lesson 3

What Do You Want or Don't Want? — Activity

Scenario 1		Saturday Fun	
Alex says:	A	“Do you want to go for a hike today?	
	B	“or would you rather stay in and watch movies? “	
SAY:	” What’s your choice? What would you say if you wanted to do something different? For example, you could say “I want to go on a hike.” Or, if you didn’t want to do either activity you could say “I want to go out to see a movie.”		
Scenario 2		Lunchtime	
Jimmy Says:	A	“I was going to make a peanut butter and jelly sandwich. Do you want one?”	
	B	“or do you want a ham sandwich?”	
SAY:	“What’s your choice? What would you say if you wanted something different to eat?” For example, you could say “I want a ham sandwich.” Or, if you want something else to eat you could say “I would rather have grilled cheese.”		
Scenario 3		Let’s go to a game!	
Jerry (staff person) says:	A	“We’re going to a high school basketball game tonight”	
	B	“Or, if you don’t want to do that, another group is going to walk at the mall.”	
SAY:	What would you say if you didn’t want to do either of these activities? For example, you could suggest a different activity. “I don’t want to do either of those things. Can I stay home instead?”		
Scenario 4		The library	
Phil (staff person) says	A	“We’re all going to the library today; there’s an awesome crafting event today and we’re all signed up!”	
	B	“There are computers there if you don’t want to do the craft; or you can sit quietly.”	
SAY:	What’s your choice? What would you say if you wanted to do something different? For example, you could suggest a different activity. “I don’t want to do either of those things. Can I go to the mall instead?”		

Where I Belong - Lesson 3

3-2-1 Review:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 4: People I Want in My World

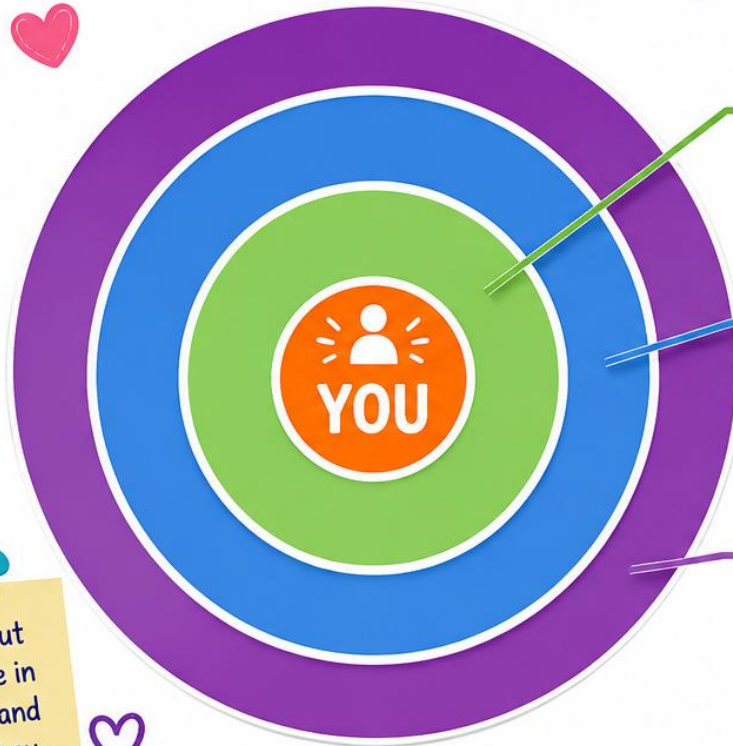
Learning Objective: In this activity, learners will identify the connections they already have, as well as figure t in their world, including family, friends, support staff, co-workers, etc.

Lesson Overview

Lesson Materials	• My Relationship Map Instruction sheet • My Relationship Map Worksheet • People I Want in my Life Worksheet • Staff's My Relationship Map
Instructor Preparation	• Print out a copy of My Relationship Map for each learner • Print out a copy of People I want in my Life for each learner • Fill out your own Relationship Map (this can be with people you know or composite people)
Lesson Details	Lesson Introduction: 1. SAY: Today we will work on making a relationship map. 2. Share your Relationship Map to the group. Try to include family, friends, support people like doctors, acquaintances like store clerks and/or other community members. 3. On your map you will put people who know you the best, know your favorite things, your goals, and what is important to you (family, friends, support staff) 4. You will also add the names of people in your life who you may not know very well, (neighbor, roommate) 5. Hand each learner the My Relationship Map Instruction sheet and a blank My Relationship Map. Lesson Activity: 1. Review the descriptions for each of the circles on the My Relationship Map instruction sheet. Help each learner add names (or photos) one at a time. 2. Offer whatever support is needed for each learner. 3. Give learners time to think about who they want to include. 4. Let the group know that they do not need to fill every circle.

	5. After everyone is finished, ask: Is there place in the circle where you wish you had more people? 6. Hand out the People I Want in my Life Worksheet. Assist learners as needed.
Lesson Reflection	As a whole group, or as individuals, complete the “ 3-2-1 Review! ”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

MY RELATIONSHIP MAP



PEOPLE CLOSEST TO YOU

Those who you go to for help, they know you best, and are important in your life.



PEOPLE WHO YOU ARE FRIENDLY WITH

You talk on occasion, say hello, and are nice to each other.



PEOPLE YOU RECOGNIZE

You know these people and their names. You have met these people.

Think about the people in your life and where they fit on your map!



There are no right or wrong answers. Your map is about you!





My Relationship Map

— Instruction Sheet —



INSTRUCTIONS:

- Think about the people in your life.
- Write their names in the boxes.
- You can add or change names at any time.



PEOPLE CLOSEST TO YOU:



PEOPLE WHO YOU ARE FRIENDLY WITH:



PEOPLE YOU RECOGNIZE:



There are no right or wrong answers.

Your map is about **YOU!**



People I Want in my Life



Think about who is missing from your map; are there people that you know now that could fill that role? If not, where could you meet them?



 Person I want in my life: A friend to go to the movies with.	 Do I know them already?: No	 If not, where could I meet that person: My program, my job, my church.
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 Person I want in my life:	 Do I know them already?:	 If not, where could I meet that person:
--	---	--

 Person I want in my life:	 Do I know them already?:	 If not, where could I meet that person:
---	--	---

 Person I want in my life:	 Do I know them already?:	 If not, where could I meet that person:
--	---	--



Where I Belong - Lesson 4

3-2-1 Review: People I want in my World

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Lesson 5: Being a “Regular”

Learning Objective: In this activity learners will discover ways they can go from being a person who is visiting the community to being a part of a community. A person whose name is known, who is expected and welcomed.

Lesson Overview

Lesson Materials	• Be a Regular! Planning Tool • Be A Regular Staff Guide • Photos and emoji cards from lesson 2
Instructor Preparation	• A copy of “Be a Regular!” planning tool for each learner • A copy of Be a Regular Staff Guide for instructor and review • Review/hand out photos that each learner identified in lesson 2: Places that feel right
Lesson Details	Lesson Introduction: 1. Open with reminding learners about Lesson 2. If your group hasn’t completed lesson 2, start with 1. Otherwise, start at 9. 2. SAY: Have you ever walked into a place and had someone already know your name or your order? That person is a regular. A regular is someone who shows up enough that people start to recognize them. Today we are going to pick a place where you can become a regular." Lesson Activity: 1. Lesson 5 directly connects to Lesson 2. If the group has not yet experienced the activities of lesson 2, please complete this first for a richer learning experience. 2. Hand out the Be a Regular worksheet. 3. SAY: Take a few moments to think about your answer. If you have an idea, you can raise your hand or let me know. 4. Ask one question at a time. Give everyone time to think and answer. 5. If learners are struggling with responses, share some examples from the staff guide on page 29. 6. Add the hard day question: If you have a hard day, what will help you come back next time? 7. Close by asking each person to share their chosen place out loud and discuss with the rest of the group

Lesson Reflection	As a whole group, or as individuals, complete the “3-2-1 Review!”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Name: _____

Date: _____

Be a Regular!

— A Planning Tool —

Directions: Think about a place in your community that you enjoy, feel comfortable, and where you want to visit on a regular basis. Reflect on each question and consider how you want to answer.



1



Why did you choose this place?
(what makes it “feel right”)

2



How will you get there?

3



How often do you want to go?
(becoming a “regular” takes consistency)

4



What do you need to get there?
(such as someone to take you,
someone to stay with you there)

5



Do you know anyone who goes
there often?

6



How could you become a “regular”
there?

7



What could you do there?
(volunteer, “hang out”, etc.)

8



What would make it hard for
you to go there?

Name: _____

Date: _____

Be a Regular!

— A Planning Tool —

Staff Guide



1		Why did you choose this place? (what makes it “feel right”)	The people are nice, I have fun there, it is quiet, I like the activities.
2		How will you get there?	Need a ride, or someone to go on the bus with me, walk.
3		How often do you want to go? (becoming a “regular” takes consistency)	I want to go at least once a week, maybe twice.
4		What do you need to get there? (such as someone to take you, someone to stay with you there)	Transportation, someone to go with me, help me find the place, a reminder.
5		Do you know anyone who goes there often?	A friend, a family member, a staff person, someone from my
6		How could you become a “regular” there?	Go once a week, go with a friend, put it on my schedule, ask someone to take me.
7		What could you do there? (volunteer, “hang out”, etc.)	Talk to people, volunteer, join an activity, listen to music, play games, relax.
8		What would make it hard for you to go there?	I do not have a ride, it costs money, I feel nervous, it is too noisy, I do not know anyone there, I do not know how to get there

Where I Belong - Lesson 5

3-2-1 Review: Being a “Regular”

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Where I Belong

Module 6 was developed in collaboration between OPWDD and YAI.