

PLACES TO GO



SAN GABRIEL/POMONA
REGIONAL CENTER

THINGS TO DO

All text in blue indicate hypertext links to launch the following:
E-mail forms; intrapage links, Internet pages.

PLACES TO GO

Acknowledgements

This book is the result of the vision and creative insight of a number of people who saw a need and came together to fill it. The result we hope will add to the array of tools available to service providers to help the individuals with whom they work live fuller and more meaningful lives as active, engaged members of their communities.

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About Places To Go . . . Things To Do

We wrote this book to help you and your staff provide the individuals in your care with activities that are meaningful, and bring purpose and pleasure into daily life.

It's not a set of one-size-fits-all activity sheets, or a complete list of all the possible activities out there. Rather, it's a starting point, a source of ideas to help you create interesting and engaging Places To Go . . . Things To Do that are determined by the people you serve and by what's available in your local community.

Use this book to spark your own ideas and to help train your staff as together you pursue activities that will enrich the lives of the individuals with whom you work.

Enjoy and have fun with it!

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MEANINGFUL ACTIVITY

What makes an activity meaningful?

Everyone is entitled to pursue activities that bring meaning to their life rather than simply pass time.

A meaningful activity is one that is interesting and has purpose. How do we decide if an activity is interesting and has purpose or simply passes time?

No activity is always meaningful or meaningless. Because one person finds an activity interesting and purposeful doesn't mean that everyone, or even that anyone else, will agree.

Some people find hitting a small white ball toward a hole in the ground fascinating. Other people will actually follow these people around just to watch them or sit in front of a tv for hours to watch this activity.

Others would rather watch grass grow. Some of these grass watching people prefer to nurture small seeds into tall plants, plants that bear flowers or fruit.

Work activities aren't always meaningful or meaningless. Being paid for an activity doesn't make it more interesting or more purposeful than doing that same activity as a volunteer.

Much has already been written about supported employment and work activities in other books. So much has been written about these topics that they aren't addressed in this book.

This book addresses special interest, artistic, hobby or social activities that bring meaning to a life.

MEANINGFUL ACTIVITY

What is the role of individual choice?

The individual decides if the activity is interesting to them. Only the person participating can decide what is interesting and meaningful to them.

When someone can't tell us what interests them, it is up to the people who care for and work with the person to interpret his responses and to help him express his choices.

Some people haven't experienced enough activities to know what activities might be meaningful to them.

People who provide supports and services for these people need to expose them to a wide variety of activities in a range of settings. With these experiences, they'll be able to select meaningful activities for themselves.

During the activity, discuss it with him. Find out:

- If the activity is what he expected;
- What does he like or not like about it;
- Would he want to do this activity again; and
- Why or why not?

The answers to these questions will help you decide what activities to offer him in the future.

Section Two provides step-by-step instructions for helping people identify their preferences and support them as they learn to make their own choices.

An individual's interest in an activity comes first. The purpose the activity serves is the second factor in being meaningful.

Just because an individual can't participate in a chosen activity independently or doesn't complete all of the parts of an activity doesn't mean that they don't enjoy that activity or benefit from it.

People providing supports and services have a responsibility to provide training and support that leads to measurable results and desired outcomes for each individual.

You must decide how to use the activities the individual chooses to achieve the measurable results identified on their Individual Service Plan.

Who
decides
if an activity
is
interesting
or has
purpose?

MEANINGFUL ACTIVITY

What about outcomes and results?

Each activity sheet includes some suggested benefits or features. These are some areas identified as potential training opportunities for the activity. Every meaningful activity is an opportunity to teach choice making. Since the activity is interesting to the person, a meaningful activity is also an opportunity to extend attention span.

Some activities present obvious opportunities for training. For example:

- An arts and crafts activity can provide an opportunity to improve the participant's fine motor skills;
- Board games offer an opportunity to take turns;
- Exercise videos provide an opportunity to work on a participant's weight management goal; and
- Community based activities provide an opportunity to learn street safety skills and improve the participant's community integration skills.

Determining benefits on an individual basis is a much more meaningful way for activities to achieve desired outcomes and results.

Once the individual has selected an activity, review the objectives from his Individual Service Plan and select a training opportunity for the activity.

A participant chooses...

For example, if a participant has chosen these activities:

- Board games;
- Gardening;
- Armchair traveler (videos);
- The American Heritage Park; and
- The Rancho Santa Ana Botanic Garden.

... and his objectives include:

- Work cooperatively with others;
- Improve communication skills;
- Increase street safety skills;
- Let staff know when I need to leave the group; and
- Move on to the next task when I've completed an assigned task.

MEANINGFUL ACTIVITY

When he is engaged in board games, make it an opportunity to teach working cooperatively with others or improved communication skills.

When he is gardening, make it an opportunity to teach completion of one specific task then moving on to the next task or to let staff know when he needs to leave the group.

When he is an armchair traveler, make an opportunity to teach increased communication skills or to let staff know when he needs to leave the group.

When visiting the American Heritage Park, find an opportunity to teach increased street safety skills or working cooperatively with others.

When he visits the Rancho Santa Ana Botanic Garden, make it an opportunity to teach street safety skills or, if following a self-guiding pamphlet to identify plants to teach the completion of one task and then moving on to the next task.

I'm sure you can think of others. Be creative in your approach. Seize any opportunity presented by unanticipated teaching moments.



USE THIS BOOK

How do I use this book?

This book is designed to help you to provide the individuals in your care with activities that are meaningful.

It provides detailed instruction sheets for a number of activities that can be carried out at your site and a number of activities for going out into your local community.

This book is not a set of static, one-size-fits-all activity sheets to repeat over and over again for every participant.

It is a book of ideas to start you on the active pursuit of meaning in everyday activities.

Each participant is unique with individual interests and strengths.

Each of these activities is to be modified as necessary to match each participant's interests, strengths and needs.

Perhaps the very best use of this book is for staff training.

Section One presents the philosophical foundation for this book.

- It defines meaningful;
- Explains the role of individual choice;
- Discusses outcomes and results; and
- Describes how to use this book.

Section Two of this book contains step-by-step instructions for:

- Helping individuals in identifying their preferences;
- Teaching individuals how to make choices in their life; and
- Some suggestions for creating opportunities for teaching choice-making.

USE THIS BOOK

How do I use this book?

Section Three presents a selection of separate activity areas for any site and a list of suggested equipment and supplies for each.

Section Three includes some site-based activity sheet examples.

Each activity sheet for a site-based activity provides the information you need to implement this activity including:

- Staffing requirements;
- Equipment needed;
- Costs;
- Potential benefits;
- Preparation;
- Instructions;
- Suggested adaptations; and
- Some activity ideas that could be developed into related activities.

Although we provide some adaptations under Suggestions as examples, you may need to further adapt some of the instructions for these activities for some of the individuals that select them.

Section Four presents a variety of interesting and purposeful activities that can be enjoyed at local beaches, parks, or libraries, some tips before you go on any community outing, and a list of suggested equipment and supplies to keep in your vehicle.

Section Four includes some community-based activity sheet examples. Each activity sheet for a community-based activity provides the information you need to implement this activity including:

- Staffing requirements;
- Equipment needed;
- Costs;
- Features of the resource;
- Preparation;
- Instructions;
- Suggested adaptations; and
- Some activity ideas that could be developed into related activities.

USE THIS BOOK

How do I use this book?

Community based activity sheets also provide some necessary contact information including:

- Web-site address;
- Address;
- Telephone number;
- Accessibility;
- Costs; and
- Hours of operation.

Once again, staff who work with the participants will know what adaptations are needed.

Section Five presents some ideas on extending the experience of meaningful activities and contains lists of resources that will be useful in the development of new meaningful activities and in enhancing the quality of supports and services you provide.

These resources are divided into:

- Books;
- Videos; and
- Online resources.

Use these resources to develop new activity sheets.

Local telephone directories and The Thomas Guide provide listings of local points of interest.

Several of the books provide site based and/or community based activities for you to adapt for your own use.

The online resources will help you find opportunities in your neighborhood and researching on the internet can be a meaningful activity in itself.

If you do not have access to the internet from your site - or if you just want to provide an additional community outing - visit the Regional Center Family and Professional Resource Center's computer lab to explore these resources.

Finally, Section Five also contains blank format sheets for you to use in developing new activities.

NEW ACTIVITIES

How do I develop new activities?

What could be more meaningful than to involve the participants in the development of new activities?

Some of these activities may lead to the developing new meaningful activities. For instance, visiting the American Heritage Park might lead to:

- Computer research of web-site;
- A visit to library to research military history or equipment;
- Community outings to historic sites: Adobe de Palomares, California Weekly Explorer, Inc., Homestead Museum, Mission San Gabriel Archangel, Whittier Museum, etc;
- Community outings on related themes: Civil War Camp, Heritage Square Museum, Revolutionary Encampment, etc.;
- Researching and planning the route to travel to the museum;
- Taking photographs during your visit for display on your activity calendar or bulletin board; or
- Other related activities.

Selection of a gardening project might lead to:

- A trip to the library for research;
- Time on the internet to research plants, planting techniques, etc.;
- A trip to a gardening center such as Armstrong's or Nurseryland, to shop for seeds or seedlings, pots, tools and plant food;
- A visit to a botanical garden;
- Cooking project with the produce;
- Selling your garden's produce through your center's canteen;
- Whatever else you and the individuals involved choose.

Does a visit to the Rancho Santa Ana Botanic Garden lead to gardening or to cooking? Can taking photos at an art exhibit lead to taking a photography course through adult education or an art appreciation course?

Each participant's individual interests and strengths will decide their course and you'll find many opportunities to use their selections to help them meet their goals.

Steps listed under Preparation can be developed into meaningful activities. At the end of each activity sheet you'll find a list of some suggested related activities. Can you think of other related activities?

In Appendices A and B you'll find resource lists of books, and videos, many of which can be found at the Regional Center Family and Professional Resource Center, to start you on your exploration.

This book is not intended to be a complete list of all the possible meaningful activities. It's a starting point from which to develop many more meaningful activities as determined by the people you serve and by the attractions available in your local community.

NEW ACTIVITIES

How do I develop new activities?

Appendices **A** and **B** are lists of books and videos.

- Some of these resources contain activity ideas (Fun Places to Go with Kids, Backyards and Butterflies, How to Revitalize Your Day Program, and more).
- Some address quality assurance issues (Community Integration Program, Arts/Fitness Quality of Life Activities Program, Quality Assurance for Activity Programs, and others).
- Others are sources for activities (telephone directory, Thomas Guide, etc.).
- Still others are meaningful activities in themselves (Able to Laugh, Leisure Discovery from A to Z, and more).

Check out a video for showing at your site.

Appendix **C** is a list of some online resources. Many of these sites provide information about local area attractions such as:

- City/Regional Guides and Directories;
- Recreation in Southern California;
- Web sites for many activities and resources mentioned in the book;
- LA Tourist – free publications;
- And lots more.

Others offer information and products related to providing meaningful activities for adults with disabilities:

- Directory of Resources for Persons with Disabilities;
- Disability and Rehabilitation;
- Idyll Arbor;
- Links to Disability Services;
- And many more.

In Appendix **D** you will find blank format sheets for site based activities and for community based activities to make it easy for you and your staff to write up additional meaningful activities.

Make copies of these and use them in developing your own meaningful

NEW ACTIVITIES

How do I develop new activities?

activities.

Use them as they are or adapt them in any way that makes them more useful for you.

Give blank forms to the staff working directly with participants to make it easy for them to start new activity sheets for the things they see and the ideas that occur to them while they are out in the community.

Recognizing staff for developing new activities that participants find meaningful is one way to reward them for exceeding expectations.



CHOICE-MAKING

How do I teach choice-making?

Although individuals may be born with strong personal preferences, people need to learn to make good choices.

For many people, life experiences are sufficient to develop the skills necessary for making choices.

Everyone can be expected to make some mistakes, some bad choices, on the way to learning to make good choices.

Individuals who have not been taught to make choices when they were younger often need more structure and support to learn those skills.

The first step is to discover where each individual currently is on a choice-making continuum in order to decide what support is needed.

On this choice-making continuum, the person can:

- Choose whether or not to accept or avoid an activity;
- Select one from a choice of two when presented with the actual activities;
- Choose one from a choice of two when presented with a representation of the activities (picture, brochure, etc.);
- Choose one from a choice of two when asked verbally;
- Make a choice when asked an open-ended question, such as "What do you want to do now?"

Some individuals who have less verbal skills may need more support from you to interpret their expression of their preferences.

You'll be most successful in this with the individuals you know best.

Watch the individual's reactions closely for any voluntary body movements toward, or simply to maintain contact with, an activity or for any positive facial expression or vocalizations.

At the same time, watch for any negative vocalizations, movement or pushing away.

Start by presenting a single activity to the individual and asking if he wants to do it now. If he doesn't answer yes or no clearly, check for the non-verbal clues discussed above.

Once an individual has shown an ability to choose whether or not to engage in

CHOICE-MAKING

How do I teach choice-making?

an activity, he is ready to choose between two activities.

Offer him a choice of two activities that he can see, hear, etc. right now, in real time.

Once again, he may not be able to tell you his preference verbally and you may need to watch for the non-verbal clues.

After an individual has shown he has the ability to choose between two choices offered in real time, he is ready to learn to choose between two activities offered in pictures.

Pick up brochures from the places you visit; take pictures on outings; cut out pictures from magazines, newspapers, etc., so you will have plenty of pictures available.



CHOICE-MAKING

Where can I find opportunities to teach choice-making?

Finding opportunities to teach how to make choices is the easiest part of your job - these opportunities are everywhere, occurring naturally all around you, all the time.

Again, watch for non-verbal clues, as appropriate.

Once that level of skill is attained, he's ready to learn to choose between two choices presented simply verbally.

You may need to describe the activity to prompt his memory or ask him if he remembers the activity from a previous experience with it.

Once again, don't forget to watch for those non-verbal clues.

Some individuals may never reach the point where they can respond appropriately to an open-ended question, such as "What do you want to do?" That's okay, too.

Continue to provide the amount of support each individual needs in making and expressing his preferences.

Since individual choice is an integral part how meaningful an activity is, you'll want to find frequent and varied opportunities for each participant to learn these skills.

The challenge for you is to:

- Recognize them;
- Take the time to allow the participant to practice;
- Wait for it without taking the decision away from them if they don't respond quickly; and
- Make teaching choice a constant in each participant's daily life.

In a typical day, during each site-based and each community-based activity, each participant is faced with many opportunities to make choices.

Each of these can be a teaching moment, if you make it so.

Starting from the selection of each activity, continuing through choices about the materials for the activity, and on to the choices about what related activities to pursue, each participant will have many opportunities to make choices.

For instance:

- Once a participant has chosen to do a crafts project - what craft? and what

CHOICE-MAKING

Where can I find opportunities to teach choice-making?

materials do they want to use?

- If they choose exercise videos - do they want to do Low-Impact Aerobics, Sweating to the Oldies, Taebo, Tai Chi, or Yoga?
- If they choose a music activity - do they want to listen or to perform? what kind of music?
- If they choose to be an Armchair Traveler - where do they want to see/go?
- If they choose to go to the American Heritage Park - are they interested in military history or in the military equipment?
- If they choose to go to the Petterson Museum - do they want to know about other cultures or are they interested in learning about their own heritage?
- If they decide to go to a local public library - do they want to use the books, the videos or the computers?
- If they select the Kenneth G. Fiske Musical Instrument Museum - do they want to listen to music or do they want to create their own music? With which instrument/s?

Making each of these choices frequently leads to further decisions. Follow the steps on the choice making continuum to provide each individual the necessary opportunities to learn how to express their preferences and make choices in their life.

SITE ACTIVITIES

Spaces to Have...Things to Do

The best activity sites provide a variety of clearly defined and stimulating, separate activity spaces. This takes planning and effort but produces a number of big benefits. Using separate spaces means that fewer participants use a particular space at any one time. This results in fewer distractions and less confusion. Individualized activities can be enjoyed in smaller groups. Participants with similar interests and strengths can be grouped together.

People are stimulated by the sights, sounds, smells and other sensory information from their surroundings at a given moment as well as by the memories of what has happened in these specific locations in the past. People are cued to perform certain routines and to anticipate certain activities and events by their surroundings.

When people stay in one space throughout the day, as their activities change, they may become confused. Boredom and lack of motivation may soon follow.

When multiple activities are presented simultaneously within several separate activity spaces, participants are given an opportunity to observe and possibly develop an interest in new activities.

Consistent routines designed specifically for each space fosters the individual's interest in a variety of activities while focusing their attention on each unique activity.

Developing separate activity spaces begins with an examination of the activities you want and the space available. Ask:

- If there are already separate rooms at the site, what is the ideal function of each of these rooms?
- If there is one large open space, how might it be partitioned to better define separate activity spaces?
- Can some spaces support multiple uses?
- What are the primary activities that will happen in each space?
- What consistent routines will occur in each space?
- How will activity equipment and supplies be stored and maintained for each separate activity space?
- What new equipment and supplies will need to be purchased?

A combination of the following separate activity spaces may be developed at each site:

SITE ACTIVITIES

Spaces to Have... Things to Do

Computer and Internet Activities Space

Use of a computer with internet access offers an individual an opportunity to pursue an amazing array of meaningful activities. One participant may choose to improve typing skills or eye/hand coordination, another may use it to research a topic of interest, another may use it for social interaction, another may find playing computer games relaxing, and still another may pursue an independent project. The computer/internet activity space should have good lighting; electrical and telephone lines; and have comfortable seating with any special adaptations necessary for participants' use and enjoyment.

Cooking Activities Space

Food preparation can be a very reinforcing activity. It is naturally multi-sensory and results in an edible reward. Some individuals may require a great deal of support to complete cooking projects but most everyone will be able to participate at some level. A cooking activity space lends itself to several related tasks, such as rinsing dishes, sorting recyclables, setting/clearing a table, dining together, etc. The cooking activity space should be a well lit and well ventilated area with plenty of counter and cabinet space; a table and chairs; and a sink with hot and cold running water.

Craft Activities Space

The production of craft items for gift giving, display or potential sale can be a meaningful activity and a means for self expression. When the end product is beautiful, valued and admired by others, the crafter feels good about having made it. A participant does not have to be capable of all of the steps of a project in order to participate in it in a meaningful way. The craft activity space should be well lit; well ventilated; and include tables and chairs. The floor should not be carpeted and the space should include a sink and plenty of well organized storage space.

Exercise Activities Space

An exercise space has many benefits. Participants can be introduced to a variety of exercise equipment that is available in health clubs and can develop skills necessary for use of these facilities in the community - while increasing their stamina, improving their body fat to muscle ratio, and promoting relaxation. An outlet for excess energy is provided as reaching, stretching, weight bearing, pulling and pushing activities positively affect the performance of other activities.

SITE ACTIVITIES

Spaces to Have... Things to Do

The exercise activity space must combine space for exercise equipment and sufficient clear floor space for performing stretching and relaxation exercises.

Games Activities Space

Structured group leisure activities can support social interactions and friendships. Most games demand that rules be followed and turns be taken. One to one correspondence for counting and moving pieces, matching color or shape, spatial or directional understanding, strategy, etc. are often required in games. The rules and details can be simplified to match a participant's abilities and game pieces can be adapted to conform to a participant's limitations. The game activity space can be more informal and relaxed than other activity spaces. The lighting can be less intense. In addition to tables and chairs, some couches, chairs and/or bean bags can fill the area.

Gardening Activities Space

Growing potted plants to sell, raising vegetables, growing drying flowers, and working in soil are valuable hobbies and therapeutic activities. The joy of nurturing beautiful living things can be shared by everyone. Tending plants is a slow paced activity that can be very calming and plant care activities are also rich in sensory experience. A greenhouse would be an ideal for indoor plant care but, in most cases, a whole room would be a luxury. A gardening activity space should have natural, unfiltered sunlight or grow lights, sturdy tables, at least one "wet table" with pebbles in its base for drainage, neatly organized storage, and chairs.

Music and Entertainment Activities Space

Leisure activities include listening to or performing music. Watching videos and participation in these activities can be useful in identifying the participant's preferences and strengths. Enjoying these activities as a small group can provide opportunities for positive social interaction. Perhaps more than for other activity spaces, it will be important to be able to control the lighting and to isolate the sound for this area. The music and entertainment activity space must have comfortable seating and necessary cassette, CD and video player equipment. There should also be adequate storage space for musical instruments, an assortment of CD's, audio and/or video tapes.

SITE ACTIVITIES

Spaces to Have... Things to Do

Equipment and Supplies for Activity Spaces:

COMPUTER AND INTERNET ACTIVITIES SPACE: computer with internet access; assorted software (at least word processing, internet software and assorted computer games); printer and paper; adequate lighting; comfortable seating; adaptive equipment.

COOKING ACTIVITIES SPACE: fire extinguishers; refrigerator; stove; dishwasher; washer; dryer; microwave; toaster; blender; food processor; popcorn popper; mixer; pots and pans with lids; pot holders; dish cloths and towels; cooking utensils (spatula, whip cutting and serving utensils, etc.); glasses; dishes; flatware; recycle bins.

CRAFT ACTIVITIES SPACE: paints and brushes; cleaners; scissors; glue and glue gun; papers.

EXERCISE ACTIVITIES SPACE: a variety of exercise equipment (jump ropes, stationery bicycle, stair master, treadmill, etc.); weights or bottles filled with water; mats; towels; video player with a variety of exercise videos.

GAMES ACTIVITIES SPACE: a variety of preferred activities and games and materials for making any necessary adaptations.

GARDENING ACTIVITIES SPACE: grow lights with extra bulbs; pots; potting soil; plant food; watering can or hose; gardening tools (trowel, spade, shears, etc.); wheeled trash can.

MUSIC AND ENTERTAINMENT ACTIVITIES SPACE: discrete lighting controls; sound-proof partitioning; cassette player; CD player; video player; assorted musical instruments; assorted music cassettes and CD's; assorted video tapes.

SITE ACTIVITIES

Places to Go...Things to Do

Activity Calendar

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	board, craft equipment and supplies, movable numbers
COSTS	equipment acquisition, no daily costs
BENEFITS	making choices, fine-motor skills, time management

PREPARATION:

1. Purchase poster, magnetic, or erasable board and movable numbers.
2. Hang board on one wall of the activity area, marking it off into seven vertical by five horizontal sections, seven daily by five weekly sections.
3. Or paint a wall-sized mural on one wall with seven daily by five weekly sections.
4. Fabricate movable numbers.
5. Collect pictures of a variety of activities from brochures, photos, newspapers, magazines, etc.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated area near the activity calendar wall.
2. Assist the participants in spreading out the brochures, photos and pictures so that they can be seen.
3. Have the participants help you chose activities and place the matching brochure, photo or picture on the activity calendar on the date and time it will be offered.
4. As you pick up each picture for placement on the calendar, name the activity and discuss previous experiences with it.
5. Encourage the participants to talk about the activities that they've enjoyed.

SITE ACTIVITIES

Places to Go...Things to Do

6. Encourage the participants to interact with each other and encourage each other to try new activities.
7. File any leftover brochures, photos, and pictures for future use.

SUGGESTIONS:

1. Some participants may share their experiences with an activity with others who haven't yet tried it.
2. Some participants may suggest new activity ideas.
3. Some participants may volunteer to bring brochures, photos or pictures for next month's calendar.
4. Some participants may start their own personal activity calendar/journal.

SOME RELATED ACTIVITIES:

1. All community-based activities to collect brochures and/or photos.
2. Crafts activity to clip pictures from newspapers, magazines, etc.
3. Craft activity to create the movable numbers for use as dates.
4. Visit an arts and crafts store to select and purchase materials.
5. Use the resources in Section 5 to explore new activity ideas.



SITE ACTIVITIES

Places to Go...Things to Do

Board Games

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	variety of standard board games
COSTS	game acquisition, no daily costs
BENEFITS	taking turns, following rules, problem solving

PREPARATION:

1. Acquire a collection of games (playing cards, checkers, backgammon, Leisure Discovery from A to Z, Community Skills, Sorry, Life, etc.).
2. Make any adaptations to game pieces necessary to accommodate participants' special needs.
3. Set up tables in a relatively quiet area.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated area.
2. Encourage the participants in selecting games to play and players for each so that each game has a necessary number of players.
3. Monitor that the participants take turns, follow rules, etc.
4. Encourage and/or help the participants to solve their own problems.
5. Have teams participate in a tournament by keeping score.
6. Encourage the participants to enjoy the game.
7. Clear the area for another use.

SUGGESTIONS:

SITE ACTIVITIES

Places to Go...Things to Do

1. Use large dice and/or substitute large game pieces.
2. Attach extensions to game pieces for ease of handling.
3. Use velcro to make pieces more manageable.
4. Attach color coded arrows on game board as a reminder prompt.
5. Start off with simplified rules or play in teams, increasing difficulty as skills are acquired.

SOME RELATED ACTIVITIES:

1. Craft activities to make adaptations to game pieces as required.
2. Visit game store.
3. Explore game sites on the internet for e-mail players.
4. Plan a "tournament" for a popular game.
5. Craft activity to design/make a "teamwork award certificate" to award to all the participants and coaches that complete the tournament.



SITE ACTIVITIES

Places to Go...Things to Do

Cooking

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	groceries, pots, pans and other kitchen tools, kitchen equipment
COSTS	equipment acquisition, groceries
BENEFITS	nutrition/weight management, kitchen hygiene and safety, time management

PREPARATION:

1. Establish a kitchen/cooking area with basic cooking equipment: stove; sink; etc.
2. Collect miscellaneous kitchen tools: aprons, pots and pans; measuring cups and spoons; etc.
3. Acquire necessary safety equipment: pot holders; fire extinguishers; etc.
4. Discuss with the participants a variety of recipes that could be accomplished with the equipment/time you have and by the participants who chose this activity.
5. Discuss ethnic, holiday or other considerations.
6. Offer the participants the choice of two recipes.
7. Research store ads for best prices on ingredients and clip coupons for needed items.
8. Make a trip to the grocery store to buy necessary ingredients.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated kitchen/cooking area.
2. Lead the participants in reading over the recipe.
3. Check that you have all necessary ingredients and equipment before beginning.
4. Encourage the participants to follow the recipe instructions, step-by-step.

SITE ACTIVITIES

Places to Go...Things to Do

5. Monitor the participants' safety and hygiene.
6. Clean up the area following use.

SUGGESTIONS:

1. Plan for the steps of this activity to be completed over several days.
2. Use "recipes for children" with few ingredients and no cooking.
3. Use recipes with pictures for people who don't read.
4. Some participants may take a cooking class through Adult Education.

SOME RELATED ACTIVITIES:

1. Visit to the cookbook section at the library.
2. Obtain recipes from the food section of the newspaper.
3. Use internet to explore recipes.
4. Safety and hygiene class.
5. Visit to grocery store.
6. Plan a lunch or a birthday party.
7. Gardening - set up an herb garden.
8. Set up a "canteen" to sell the finished product.
9. Work on table setting and/or dishwashing skills.



SITE ACTIVITIES

Places to Go... Things to Do

Crafts

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	craft equipment and supplies
COSTS	equipment acquisition, daily costs depending on project
BENEFITS	fine motor skills, planning, making choices art appreciation

PREPARATION:

1. Collect some basic equipment (shears, glue gun, etc.) and supplies (styrofoam, wire, etc.).
2. Clear adequate table space for the number of participants who have chosen this activity and the projects selected.
3. Discuss with the participants with a variety of projects for their selection.
4. Check that you have on hand any necessary equipment and supplies for the completion of the selected projects.
5. Ensure adequate ventilation to the area where glues, aerosols, etc. will be used.
6. Make a trip to a craft supply store for any necessary supplies.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated area.
2. Assist participants in selecting a project that they can complete.
3. Support participants in working on their chosen projects.
4. Clear the area for another use.
5. Assist participants in picking up where they left off for the next session.

SUGGESTIONS:

SITE ACTIVITIES

Places to Go...Things to Do

1. You can simultaneously run as many different crafts (knitting, decoupage, collage, etc.) as you can adequately monitor and support.
2. Some participants may take a craft course through Adult Education.
3. Check that equipment and supplies selected can be used safely by the participants. If not, make necessary adaptations or supervise closely.
4. Use a volunteer instructor.

SOME RELATED ACTIVITIES:

1. Activity calendar project.
2. Making the adaptation for the board games.
3. Take a course on plaster hand or face masks.
4. Other holiday projects.
5. Visit to library or craft supply store.
6. Plan projects to produce gifts, knitted/crocheted scarf for a birthday present, etc.



SITE ACTIVITIES

Places to Go... Things to Do

Exercise Video

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	VCR player, selected videotapes, towels or mats
COSTS	equipment acquisition, no daily costs
BENEFITS	exercise, weight management, socialization

PREPARATION:

1. Collect a medical clearance for each participant who selects this activity.
2. Clear an adequate floor space for the number of participants who have chosen this activity.
3. Set up the VCR player with the selected exercise videotape, i. e., Low Impact Aerobics, Taebo, Sweating to the Oldies (other choices until you have a different one for each day of the week).
4. Check that participants have put on appropriate shoes/clothing.
5. Distribute mats or towels, etc.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated exercise area.
2. Lead the participants in five (5) minutes of warm up and stretching activities.
3. Encourage the participants to dance/exercise along with the video to the best of each participant's ability for approximately twenty (20) minutes.
4. Encourage the participants to interact with each other and have fun with the activities.
5. Lead the participants in five (5) minutes of cool down and stretching activities.
6. Clear the area for another use.

SITE ACTIVITIES

Places to Go...Things to Do

SUGGESTIONS:

1. Some participants may participate in "wheelchair dancing".
2. Some participants may create their own exercise/dance steps.
3. Some participants may take an exercise class through Adult Education, the "Y", or other neighborhood fitness center.
4. Some participants may join a Tai Chi group at a local park.
5. Use a volunteer instructor.

SOME RELATED ACTIVITIES:

1. Other community-based exercise activities.
2. Health discussion.
3. Research and select videos and/or exercise equipment.
4. Visit to video rental store.
5. Visit to a health club or the "Y" to observe a class in session.
6. Enroll in an adult education exercise course.
7. Plan a dance party.



SITE ACTIVITIES

Places to Go... Things to Do

Gardening

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	garden plot, tools, plant food, seeds, etc.
COSTS	equipment acquisition, no daily costs
BENEFITS	making choices, delaying gratification, appreciation of nature

PREPARATION:

1. Arrange a gardening site. If you don't have adequate space at your site you may choose to do container gardening or get space at a community garden plot.
2. Acquire basic gardening supplies (gloves, trowel, shears, watering can, etc.).
3. Discuss with the participants the type of garden (flowers, herb, vegetable) garden they want to have.
4. Acquire gardening supplies for the type of garden selected (plant food, seeds, seedlings, pesticides, etc.).

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated garden area.
2. Plant seeds, seedlings, etc.
3. At least weekly - water, feed, fertilize, clip/trim, weed, harvest, etc. as needed.
4. Encourage participants to discuss why they need to do what they're doing, about what makes a plant grow, about life, etc.
5. Ensure that the participants clean up afterwards.

SITE ACTIVITIES

Places to Go...Things to Do

SUGGESTIONS:

1. Some participants may need adaptations to the equipment handles or special equipment to kneel or reach the garden plants.
2. Some participants may require close supervision to prevent ingestion of the plants, plant food, fertilizer, etc.
3. Some participants may take a gardening class through adult education or through a gardening center.
4. Use a volunteer instructor.

SOME RELATED ACTIVITIES:

1. Identifying flowers, fruits or vegetable from a seed or plant catalog.
2. Visit to plant store to purchase seeds or seedlings.
3. Arts and crafts project to make plant identification signs for the garden.
4. Regular visits to a community garden plot.
5. Use herbs in a cooking project.
6. Give flowers for a special occasion.
7. Sell produce or baby plants.



SITE ACTIVITIES

Places to Go...Things to Do

Internet Buddies

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	computer with internet access
COSTS	equipment acquisition, hook-up/access costs
BENEFITS	communication skills, taking turns, self esteem

PREPARATION:

1. Arrange computer access. If you don't have a computer with internet access at your site, you may visit a local public library.
2. Save favorite Buddy Lists.
3. Arrange for any necessary keyboard, mouse, etc. equipment adaptations.

INSTRUCTIONS:

1. Collect participants who chose and scheduled this activity to the designated computer area.
2. Sign on internet access.
3. Assist each participant in accessing their favorite Buddy List.
4. Support each participants to participate in the on-line chat activities to the best of their ability.
5. Encourage the participants to interact with each other and have fun with their on-line buddies.
6. Encourage the participants to take turns.
7. Close out internet access when you leave.

SUGGESTIONS:

SITE ACTIVITIES

Places to Go...Things to Do

1. Some participants may create a journal of printouts of their chats.
2. Some participants may assist other participants in communicating with their on-line buddies.
3. Some participants may need adaptive equipment for the keyboard, mouse, etc.
4. Some participants may want to communicate by e-mail to family, friends, etc.
5. Use a volunteer instructor or instructor at the computer lab.

SOME RELATED ACTIVITIES:

1. Visit to a local public library.
2. Create a personal Buddy journal.
3. Engaging in buddy activities, e.g., chess games.



SITE ACTIVITIES

Places to Go...Things to Do

Music

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	cassette player, CDs/tapes, sheet music, musical instruments
COSTS	equipment acquisition, no daily costs
BENEFITS	motor skills, taking turns, working as a group, music appreciation

PREPARATION:

1. Acquire player, CDs/tapes and a variety of sheet music.
2. Acquire various instruments.
3. Determine which staff have musical experience or talent.
4. Set aside a time/place so that this activity does not disrupt other participants engaging in other activities nearby.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated music area.
2. Present the participants with a variety of musical choices.
3. Encourage each participant to sing, play an instrument or dance with the CD/tape to the best of their ability for approximately twenty (20) minutes.
4. Encourage the participants to interact with each other and have fun with the activity.
5. Encourage the participants to take turns in selecting the music or the activity.
6. Clear the area for another use.

SUGGESTIONS:

SITE ACTIVITIES

Places to Go...Things to Do

1. Participants may chose to sing, play an instrument, play a CD/tape, dance.
2. Some instruments may require minor adaptations for the participant's to play them.
3. Some participants may create their own music.
4. Some participants may take a music class through Adult Education.
5. Use a volunteer instructor.

SOME RELATED ACTIVITIES:

1. Other exercise activities.
2. Internet or library research of music styles.
3. Visit to a music store with CD listening stations.
4. Put a band together.
5. Plan a performance for all the attendees, families and guests after some period of practice.
6. Plan a dance party.



SITE ACTIVITIES

Places to Go...Things to Do

Personal Birth Date Research

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	computer with internet access
COSTS	equipment acquisition, hook-up/access costs
BENEFITS	computer use, self esteem, taking turns

PREPARATION:

1. Arrange for computer access. If you don't have a computer with internet access at your site, you may visit a local public library.
2. Ask participants who choose this activity to bring in their birth date/time/place information.
3. Save as "favorites" a variety of sites for research (New York Times, Los Angeles Times, astrology, etc.).

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated computer area.
2. Sign on internet access.
3. Assist each participant in accessing the "favorite" sites.
4. Support each participants to enter their birth date data and in printing out any selected data.
5. Encourage the participants to interact with each other and have fun with what they find.
6. Encourage the participants to take turns.
7. Close out internet access when you leave.

SITE ACTIVITIES

Places to Go...Things to Do

SUGGESTIONS:

1. Some participants may create a journal about themselves.
2. Some participants may assist other participants in conducting their research.
3. Some participants may need adaptive equipment for the keyboard, mouse, etc.
4. Some participants may want to research a loved one's birthday as a gift.
5. Use a volunteer instructor or instructor at the computer lab.

SOME RELATED ACTIVITIES:

1. Visit to the library.
2. Create a personal journal/scrapbook.

SITE ACTIVITIES

Places to Go...Things to Do

Videos - Armchair Traveler

DURATION	30 minutes, plus set up and clean up time
STAFFING	leader, plus 1:4
EQUIPMENT	VCR player, selected videotapes
COSTS	equipment acquisition, tape rental, no daily costs
BENEFITS	leisure skills, making choices, socialization

PREPARATION:

1. Obtain a video on a destination selected by a participant from the library, a travel agency, video rental store or other source.
2. Clear an adequate space for the number of participants who want to watch, far enough away from other activity areas so as not to disturb or distract from other chosen activities.
3. Set up the VCR player with the selected videotape.

INSTRUCTIONS:

1. Collect the participants who chose and scheduled this activity to the designated video viewing area.
2. With the participants, watch the video for approximately twenty (20) minutes.
3. Encourage the participants to interact with each other and to comment on their observations.
4. Follow up after the video with a discussion of what they saw, what they liked or didn't like, do they want to know more about the destination, do they want to see another destination - where/what?

SUGGESTIONS:

1. You may occasionally stop the video to explain or discuss something.

SITE ACTIVITIES

Places to Go...Things to Do

2. You may invite a guest from the destination to narrate the video.
3. You may have other written materials or additional information available.

SOME RELATED ACTIVITIES:

1. Viewing other types of videos.
2. A visit to AAA or another local travel agency, video store, or a local public library video section to obtain travel video.
3. Visit to a travel agency or to a local public library to further research destination.
4. Internet research of the destination.
5. Cooking a food native to the destination.
6. Celebrate a holiday significant to the destination.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Using the "Points of Interest" sections from your local telephone directory, the Thomas Bros. Guide and some of the sites listed under Appendix C - Online Resource List, you'll find many interesting local attractions to visit. These are some great activities that can provide opportunities to pursue meaning in everyday activities.

There are some destinations in every community that you can visit to support participants in a variety of meaningful activities. Upcoming events at public places are frequently posted on the website of the city, the Chamber of Commerce, and/or the Parks and Recreation Department. Here are some ideas for things you can do on a visit to a beach, local library branch, or community park. What else do you suggest?

Beach Activities

On a visit to the beach, according to individual participant's interests, you can:

- Look for seashells;
- Build a sand castle;
- Play volleyball, ring toss, etc.;
- Walk/speed walk/jog;
- Investigate a tide pool;
- Sketch/photograph or journal plants and animals;
- Watercolor a beach scene;

Library Activities

On a visit to the library, according to individual participant's interests, you can:

- Computer/internet research;
- Look for books to read;
- Research books for special interest (cookbooks, gardening books, etc.);
- Research periodicals;
- Review audio/video tapes for check-out;
- Investigate upcoming events at the library;
- Attend public presentations;
- Visit art/gift shop(s);

COMMUNITY ACTIVITIES

Introduction

Park Activities

On a visit to the park, according to individual participant's interests, you can:

- Walk/speed walk/jog;
- Follow structured exercise course;
- Play frisbee, croquet, etc.;
- Have a picnic;
- Sketch/photograph or journal plants and animals;
- Watch public performances;
- Participate in a Tai Chi or other class;

Some Tips before You Go:

Planning ahead can sometimes prevent unpleasant behavior challenges. Will you need water and/or snacks; activities (see Simple Fun for Busy People); hats, jackets; sunglasses and/or sun screen? Before heading out on your community outing, decide what you'll need to take with you.

It's sometimes a good idea to wear some identifying article of clothing to help you quickly find each other again if anyone gets separated from the group. If you don't want to all wear matching shirts - consider caps or visors, or an ID wristband. Always carry identification documents and necessary emergency information for each participant.

You can extend the meaningful activity by: researching the site before you go; collecting brochures or mementos (key chains or postcards from each place you visit; taking materials for sketching or a camera; and planning other related activities. Look for other ideas to extend an activity in the section "Resource Lists".

Make sure your vehicle has a first aid kit; a roadside emergency kit; quarters (think parking meters); tissues; and a trash container. The following is a list of suggested equipment and supplies for your agency vehicle. If you aren't using an agency vehicle, see which of these items you'll want to have with you.

Most importantly, never go anywhere without your sense of humor.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Equipment and Supplies for Community Outings:

Some equipment and supplies are necessary emergency standards that should be kept in any vehicle. Other suggestions are items that a provider of supports and services for individuals with special needs will want to have everywhere you go. Still others, if kept on hand, will allow you to take advantage of unanticipated opportunities for the pursuit of meaning in everyday activities.

- adaptive equipment;
- any tickets or coupons specific to the outing;
- assorted balls;
- beach towels;
- cash/atm card;
- cell phone;
- cups;
- earthquake/emergency kit;
- eating utensils;
- emergency phone lists;
- first aid kit;
- flares;
- flashlight;
- frisbee;
- jumper cables;
- maps;
- medications;
- picture identification;
- sand bucket and shovel;
- schedules;
- spare tire and changing equipment;
- sporting equipment and games;
- sun screen;
- umbrellas (rain and shade);
- water bottles.

COMMUNITY ACTIVITIES

Places to Go... Things to See

American Heritage Park/ Military Museum



DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	<p>www.tankland/museum 1918 N. Rosemead Boulevard South El Monte, CA 91733 (bus stop) Rush and Rosemead Blvd. 626/442-1776 Sat. and Sun., noon – 4:30 pm Wed., Thurs., Fri., for groups, by appointment</p>
ACCESSIBILITY	fully accessible
COSTS	admission \$4 (adults)/ \$3.00 (seniors), plus transportation week day groups are free
EQUIPMENT	no special equipment needed

FEATURES: Over 125 pieces of equipment representing all branches of the U. S. Military; Vehicles and weapons from World War II, Korean and Vietnam Wars; Jeeps, amphibious trucks, ambulances, helicopters, cannons, gun turret, and 30 ton Sherman tanks; Knowledgeable volunteers to answer questions.

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about any special exhibit(s) to be discussed with participants or any special accessibility considerations.
5. Visit the web-site or review previously collected written materials with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing that they particularly want to see or do.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes and a hat on the designated date.
8. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the museum, suggest some things to look for and remind each participant what they selected during the previous discussion.
4. Make a list of the things mentioned for use for a scavenger hunt.
5. Explore the museum with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
6. Encourage participants to look for the items on the scavenger hunt list, sketch or photograph what they see.
7. Ask open-ended questions to stimulate discussion among participants.
8. Keep track of items found on the scavenger hunt.
9. Escort participants to restrooms or to get some food and/or drinks as desired.
10. Collect any written materials and/or take photographs to take back with you for further discussion.
11. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch pictures or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in the historical nature of the museum.
5. Some participants may be interested in the vehicles and equipment.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of the web-site or of the military.
3. Use of public transportation, if applicable.
4. Community activities, such as the library for further research on the history of the U. S. Military and military equipment, etc.
5. Community outings such as a visit to Adobe de Palomares (Pomona), California Weekly Explorer, Inc. (californiaweekly.com), Civil War Camp (March/Santa Fe Springs), Heritage Square Museum (Montecito Heights), Homestead Museum (City of Industry), Mission San Gabriel Archangel, Revolutionary Encampment (July/Buena Park), Whittier Museum, etc.
6. Other community outings such as a visit to Irwindale Speedway, Justice Brothers Racing Car Museum (Duarte), Malibu Speedzone (City of Industry), National Hot Rod Motorsports Museum (Pomona), Pomona Raceway (September/Los Angeles County Fair), Sheriff's Training Center (Whittier), etc.
7. Arts and crafts activity to create a mock battlefield.

COMMUNITY ACTIVITIES

Places to Go... Things to See

El Monte Historical Museum

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	ci.el-monte.ca.us – then click on Citygov/parkrectrans/prtmain 3150 N. Tyler Ave. El Monte, CA 91733 (bus stop) Garvey and Atlantic 626/580-2232 626/444-3813, Donna Crippen Tues. – Fri., 10:00 am – 4:00 pm Sun., 1:00 – 3:00 pm

ACCESSIBILITY fully accessible

COSTS free admission, plus transportation

EQUIPMENT no special equipment needed

FEATURES: Adobe-style museum includes Gay Lion's Farm; Heritage Room with period furnishings; Pioneer Room with old fashioned appliances; Frontier Room with early day fire, police and military equipment; Lexington Room displays a period schoolroom, general store, barbershop, music shop, and a dressmaker's shop

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to confirm hours of operation, costs, and accessibility.
5. Contact the museum to inquire about any special exhibit(s) to be discussed with participants or any special considerations.
6. Visit web-site with the participants who plan to go.
7. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
8. Pack sketch pads, pencils, photography equipment, etc. to take with you.
9. Encourage participants who chose this activity to bring/wear comfortable walking shoes on the designated date.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive, discuss what they can expect to see at the museum, suggest some things to look for and remind each participant what they selected during the previous discussion.
4. Make a list of the things mentioned for use as a scavenger hunt.
5. Explore the museum with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
6. Encourage participants to look for items on the scavenger hunt list, sketch or photograph what they see.
7. Ask open-ended questions to stimulate discussion among participants.
8. Keep track of items found on the scavenger hunt.
9. Escort participants to restrooms as needed.
10. Collect any written materials and/or take photographs to take back with you for further discussion.
11. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch pictures or take photos so they can re-create some of what they see.
3. You may also make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may want to study more local history at the nearby El Monte Public Library.
5. Some participants may want to have a picnic lunch at the small public park with plenty of picnic tables and shady oak trees across the street.
6. You may collect information from other related attractions.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site.
3. Use of public transportation, if applicable.
4. Community activities such as the library to further research local history.
5. Community outings such as American Heritage Park (South El Monte), Civil War Camp (March/Santa Fe Springs), Heritage Park (Santa Fe Springs), Homestead Museum (City of Industry), Old Town Pasadena, Pilgrim Place Festival (November/Claremont), San Dimas County Park, Sheriff's Training Center (Whittier), etc.
6. Other community outings on related themes: Adobe de Palomares (Pomona), Hathaway Ranch Museum (Santa Fe Springs), Heritage Square Museum (Montecito Heights), Mission San Gabriel Archangel, Museum of History and Art (Ontario), Old Pasadena Summer Fest (May), etc.
7. Arts and crafts activity to create a historical time-line wall hanging.
8. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Farm Tour

DURATION	2 hours, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	.csupomona.edu Kellogg Drive Pomona, CA 91768 (bus stop) Cal Poly Transportation Center 909/869-2224 call to schedule a tour
ACCESSIBILITY	accessability varies according use/activity
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Amid pasture lands on the Cal Poly campus, one hour farm tours of the horse center, sheep and swine areas given by students about animal husbandry; Kellogg Arabian Horse Center includes barns, foaling stalls, breeding area, veterinary clinic, farrier shop, arena, and a covered grandstand for shows.

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Visit the web-site with participants who plan to go.
5. Contact the dairy to schedule a tour.
6. Discuss with the participants what they can expect to see and ask each participant to select at least one area of interest.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes and a hat on the designated date.
8. Pack sketch pads, pencils, photography equipment, etc. to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to do at the farm.
4. Support the participants, in groups of 3 (2 participants and 1 staff), as they explore the farm for about 2 hours.
5. Escort participants to restrooms as needed.
6. Collect any written materials to take back with you for further discussion.
7. During the drive back discuss what participants saw and what else they want to try.
8. Discuss follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants by interest and/or ability.
2. Some participants may sketch things they see or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in the animals at the farm.
5. Some participants may be interested in the food and food preparation.
6. You may collect information and written materials to take back with you.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to further research the history of farming.
5. Community outings to other related places such as the Frank G. Bonelli Regional Park (San Dimas), Montebello Barnyard Zoo, Norwalk Dairy (Santa Fe Springs), San Dimas County Park, Schabarum Regional Co. Park (Rowland Heights), Wilderness Preserve (Arcadia), Wildlife Sanctuary Tour (Mt. SAC/Walnut), Fairplex Park, etc.
6. Other community outings to other seasonal activities such as the Industry Hills Charity Pro Rodeo (October/City of Industry), L (September/Pomona), Logan's Candy (October/Pomona), Pet Expo (April/Pomona), Pet Expo (seasonal/Arcadia), etc.
7. Visit to a pet shop to learn about pets.
8. Teach a course at your site on pet care.
9. Activity Calendar.
10. Photography and/or sketching.



COMMUNITY ACTIVITIES

Places to Go... Things to See

Frank G. Bonelli Regional County Park

DURATION	2 hours, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	parks.co.la.ca.us 120 E. Via Verde San Dimas, CA 91773 (bus stop) 10 Fwy. And Via Verde 909/599-8411 daily (Mar. 1 – Oct. 31), sunrise – 10:00 pm daily (Nov. 1 – Feb. 28), sunrise – 7:00 pm
ACCESSIBILITY	accessibility varies according to use
COSTS	\$6/per vehicle, rentals are extra
EQUIPMENT	no special equipment needed

FEATURES: Sprawling park around man-made Puddingstone Reservoir for fishing, boating, boat rentals, jet skiing, etc; feed the ducks wildlife observation; picnic areas with tables, barbecue pits and playgrounds; hiking trails; horseback rides and hot tubs

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Visit the web-site with participants who plan to go to inquire about their schedule of activities.
5. Contact the park about rental costs and any special accessibility considerations.
6. Discuss with the participants what they can expect to see and ask each participant to select at least one area of interest.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes and a hat on the designated date.
8. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see and suggest some things to look for and remind them of their selections from the previous discussion.
4. Explore the park, using the reservoir, picnic areas, hiking trails, etc. with participants in groups of 3 (2 participants and 1 staff) for approximately 2 hours.
5. Encourage participants to sketch or photograph what they see.
6. Escort participants to restrooms as needed or to get some food and/or drinks as desired.
7. Collect any written materials, sketches and/or take photographs to take back with you for further discussion.
8. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in different features of the park.
5. Some participants may be interested in other sports activities.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site to research this activity and related subjects.
4. Community activities such as a visit to a library to further explore public parks or other sports/recreation centers.
5. Community outings such as a visit to Arroyo Miniature Golf (South Pasadena), Golfland Arcade (South El Monte), Hangar 18 Rock Climbing (Upland), Malibu Speedzone (City of Industry), Montebello Barnyard Zoo, Raging Waters (San Dimas), San Gabriel River bike trail (Azusa), Upland Family Fun Center, Whittier Narrows (South El Monte), etc.
6. Other community outings such as a visit to Arboretum of Los Angeles County (Arcadia), East Shore RV Park (San Dimas), Heritage Park (Santa Fe Springs), Huntington Library (San Marino), Lacy Park (San Marino), Rancho Santa Ana Botanic Gardens (Claremont), Rose Hills (Whittier), San Dimas County Park, Vincent Lugo Park (San Gabriel), etc.
7. Visit to a sporting goods store.
8. Teach a course at your site on sports safety.
9. Develop an obstacle or exercise course at your site.
10. Activity Calendar.
11. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Hacienda Heights Youth Science Center

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	yn.la.ca.us/ysc 16949 Wedgeworth Drive Hacienda Heights, CA 91745 (bus stop) Colima and Park Lawn 626/854-9825 summer: Mon. – Fri., 08:00 am – noon school year: Tues. and Fri., 11:30 – 3:45 and Fri., 10:00 am – 2:00 pm
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Museum within a classroom with a focus on math and science; sand pendulum; heat sensitive liquid crystal display; jacob's ladder; fossils; insects; aquarium and terrariums; computers; gift shop; classes (for a fee); field trips

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Visit the web-site, review materials from the center with participants who plan to participate.
5. Contact the center to inquire about any special exhibit(s) or field trips to be discussed with participants, class fees, or any special considerations.
6. Discuss with the participants what they can expect to see and ask each participant to select at least one area of interest.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes on the designated date.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see and suggest some things to look for and remind them of their selections from the previous discussion.
4. Explore the center, take the class or field trip, etc. with the participants in groups of 3 (2 participants and 1 staff) for approximately 60 minutes.
5. Ask open-ended questions to stimulate discussion among participants.
6. Escort participants to restrooms as needed.
7. Collect any written materials to take back with you for further discussion.
8. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. You may take or make extra copies of the educational materials to use in follow up training activities.
3. Use some of the pictorial material for your activity calendar or bulletin board.
4. Some participants may be interested in other science related topics.
5. Some participants may be interested in taking other classes through adult education or other public resources.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site to research related subjects.
4. Community activities such as a visit to a library to further explore science or other educational opportunities.
5. Community outings to other science related sites such as a visit to Air and Space Gallery (Los Angeles), California Science Center (Los Angeles), Griffith Planetarium (Los Angeles), Mad Science (877/900-9996 or madscience.org), Open House at the Jet Propulsion Laboratory (May/Pasadena), etc.
6. Other community outings to other youth oriented resources such as Biola Youth Arts (La Mirada), California Weekly Explorer, Inc. (Californiaweekly.com), Children's Day (April/Santa Fe Springs), Children's Nature Institute (childrensnatureinstitute.org), Kidspace Children's Museum (Pasadena), Mrs. Nelson's Toy and Book Shop (La Verne), Plaza at West Covina Kids Club, Puente Hills Mall Mommy, Daddy and Me, What's Up for Kids Expo (March/Rolling Hills Estates), Whittwood Mall Kids Club (Whittier), etc.
7. Visit to a store like the Imaginarium, KCET Store of Knowledge, Nature Company, or Zany Brainy.
8. Watch tapes from Bill Nye the Science Guy or Newton's Apple for science experiments you can do together.
9. Activity Calendar.
10. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Homestead Museum

DURATION	90 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	homesteadmuseum.org 15415 E. Don Julian Road City of Industry, CA 91745 (bus stop) Hacienda and Don Julian 626/968-8492 Wed. – Sun., 01:00 pm – 04:00 pm tours are given on the hours, tours for more than 10 people can be arranged at other times throughout the week
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES : Six acres of land, including an open grassy area; shady picnic area; one hour guided tours about the history of the united states, particularly california; tours also include both the workman and the temple houses; water tower; mausoleum; art and architecture of the 1830's through 1930's

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about any special exhibit(s) to be discussed with participants or any special accessibility considerations.
5. Visit the web-site and review materials with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
7. Encourage participants who chose this activity to wear/bring comfortable walking shoes and a hat on the designated date.
8. Pack water bottles to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the museum, suggest some things to look for.
4. Take the tour of the museum with the participants, in a group of 3 (2 participants and 1 staff), for approximately 90 minutes.
5. Ask open-ended questions to stimulate discussion among participants.
6. Escort participants to restrooms as needed or to get some food and/or drinks as desired.
7. Collect any written materials to take back with you for further discussion.
8. During the drive back, discuss what each participant liked best and plan any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch pictures or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in the historical nature of the ranch museum.
5. Some participants may be interested in the study of family history.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of the web-site.
3. Computer research of genealogy.
4. Use of public transportation, if applicable.
5. Community activities, such as the library for further research on the history of ranching/farming or genealogy, etc.
6. Community outings such as a visit to Adobe de Palomares (Pomona), American Heritage Park (South El Monte), California Weekly Explorer, Inc. (californiaweekly.com), Hathaway Ranch Museum (Santa Fe Springs), Heritage Park (Santa Fe Springs), Heritage Square Museum (Montecito Heights), Mission San Gabriel Archangel, Museum of History and Art (Ontario), Sheriff's Training Center (Whittier), Whittier Museum, etc.
7. Other community outings to seasonal activities such as Civil War Camp (March/Santa Fe Springs), Dairy Festival and Tour (June/Chino), Fall Festival (October/Pomona), Old Pasadena Summer Fest (May), Old Town Pasadena, Pilgrim Place Festival (November/Claremont), etc.
8. Arts and crafts activity to create trees for family tree research.
9. Arts and crafts activity to create a model farmyard.
10. Activity Calendar.
11. Photography and/or sketching.



COMMUNITY ACTIVITIES

Places to Go... Things to See

Justice Brothers Racing Car Museum

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	justicebrothers.com (museum information may not be available on website) 2734 E. Huntington Drive Duarte, CA 91010 (bus stop) Huntington Drive and Las Lomas 626/359-9174 Mon. – Fri., 08:00 am – 5:00 pm
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Exhibit of their racing car collection including 13 cars and a few motorcycles; historic gasoline pumps, lights and related memorabilia; biplane flying overhead; ice motorcycle

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about any special exhibits or accessibility considerations.
5. Visit their web-site or review brochure from the museum with participants who plan to go.
6. Discuss with the participants what they can expect to see and ask each participant

COMMUNITY ACTIVITIES

Places to Go... Things to See

7. to select one area of interest.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes on the designated date.

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the museum, suggest some things to look for and remind them of their selections from the previous discussion.
4. Make a list of the mentioned items for a scavenger hunt.
5. Explore the museum with the participants in groups of 3 (2 participants and 1 staff) for approximately 60 minutes.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed.
8. Collect any written materials, sketch cars or motorcycles seen and/or take photographs to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch sightings or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. You may collect information about other activities.
5. Some participants may be interested in racing.
6. Some participants may be interested automotive or mechanical history.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site and related web-sites regarding activities at the site and related subjects.
4. Community activities such as a visit to a library to further explore racing or automotive history.
5. Community outings such as a visit to the Irwindale Speedway, Malibu Speedzone (City of Industry), National Hot Rod Motorsports Museum (Pomona), Pomona Raceway, Sheriff's Training Center (Whittier), Winter Nationals, etc.
6. Other seasonal community outings such as Great American Train Show (March/Pomona), International Speedway (Costa Mesa), Los Angeles County Fair (September/Pomona), Temecula Tractor Race (October/Temecula), Toyota Grand Prix (April/Long Beach), etc.
7. Visit to a model car/train shop.
8. Create you own model race track or train track.
9. Activity Calendar.
10. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Kenneth G. Fiske Musical Instrument Museum

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	cuc.claremont.edu/fiske 747 N. Dartmouth Avenue Claremont College Claremont, CA 91711 (bus stop) 6th and College 909/621-8307 call for an appointment
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Comprehensive collection of several hundred rare, historic, and ethnic musical instruments; american and european brass instruments; select pianos, reed and woodwind instruments; unusual and rare violins; instruments from the orient and tibet; percussion, automatic and electronic instruments

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about any special exhibits or accessibility considerations.
5. Visit the web-site with the participants who plan to go.
6. Discuss what they can expect to find and ask each participant to identify at one item they want to find.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes on the designated date.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the museum, suggest some things to look for and remind them of their selections from the previous discussion.
4. Make a list of the mentioned items for a scavenger hunt.
5. Explore the museum with the participants in groups of 3 (2 participants and 1 staff) for approximately 60 minutes.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed.
8. Collect any written materials, sketch musical instruments seen and/or take photographs to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may make sketches or take photos for the activity calendar or to create a bulletin board.
3. Some participants may try playing an instrument as approved by the museum.
4. Some participants may be interested in listening to music.
5. Some participants may be interested in performing music.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of the web-site.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to a library to further explore the world of music.
5. Community outings such as a trip to Biola Youth Arts (La Mirada), Huntington Library (San Marino), Museum of History and Art (Ontario), etc.
6. Other community outings such as Doo Dah Parade (November/Pasadena), Family Arts Festival (June/Cerritos), Festival of Cultures (November/Pasadena), Shakespeare Festival (June/La County), Summer Nights at the Ford (June/Hollywood), etc.
7. Arts and craft project to create simple music instruments.
8. Take/offer a music class through adult education.
9. Activity Calendar.
10. Listening to various types of music.
11. Photography and/or sketching of musical instruments.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Kidspace Children's Museum

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	<p>kidspacemuseum.org 390 S. El Molino Avenue Pasadena, CA 91104 (bus stops) Del Mar and El Molino, Lake and Del mar 626/449-9143 summer: Sun. – Thurs., 01:00 pm – 05:00 pm, Sat. And Sat., 10:00 am – 05:00 pm school year: Tues. 01:30 pm – 05:00 pm, Wed. – Fri. and Sun., 10:00 am – 5:00 pm</p>
ACCESSIBILITY	fully accessible
COSTS	admission \$5 (adults)/ \$3.50 (seniors), plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Participatory museum featuring professions and activities including: TV studio newscaster, firefighter, postmaster, cashier, beach play area, build bridges, tree house; interantics (simulated ant hill); craft activities, storytelling; special programs, exhibits and workshops

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Visit the web-site, review materials from the center with participants who plan to participate.
5. Contact the center to inquire about any special programs, exhibits, or workshops to be discussed with participants, or special accessibility considerations.
6. Discuss with the participants what they can expect to see and ask each participant to select at least one area of interest.
7. Encourage participants who chose this activity to bring/wear comfortable walking shoes on the designated date.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see and suggest some things to look for and remind them of their selections from the previous discussion.
4. Explore the museum, take the class or field trip, etc. with the participants in groups of 3 (2 participants and 1 staff) for approximately 60 minutes.
5. Ask open-ended questions to stimulate discussion among participants.
6. Escort participants to restrooms as needed.
7. Collect any written materials to take back with you for further discussion.
8. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. You may take or make extra copies of the educational materials to use in follow up training activities.
3. Use some of the pictorial material for your activity calendar or bulletin board.
4. Some participants may be interested in other career related topics.
5. Some participants may be interested in taking other classes through adult education or other public resources.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site to research related subjects.
4. Community activities such as a visit to a library to further explore careers or other educational opportunities.
5. Community outings to other science related sites such as a visit to Air and Space Gallery (Los Angeles), California Science Center (Los Angeles), Griffith Planetarium (Los Angeles), Mad Science (877/900-9996 or madscience.org), etc.
6. Other community outings to other youth oriented resources such as Biola Youth Arts (La Mirada), California Weekly Explorer, Inc. (714/730-5991 or californiaweekly.com), Children's Day (April/Santa Fe Springs), Children's Nature Institute (310/364-3591 or childrensnatureinstitute.org/throughout LA County); Hacienda Heights Youth Science Center, Mrs. Nelson's Toy and Book Shop (La Verne), Plaza at West Covina Kids Club, Puente Hills Mall Mommy, Daddy and Me, What's Up for Kids Expo (April/Rolling Hills Estates), Whittwood Mall Kids Club (Whittier), etc.
7. Visit to a store like the Imaginarium, KCET Store of Knowledge, Nature Company, or Zany Brainy.
8. Activity Calendar.
9. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Mission San Gabriel Archangel

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	sangabrielmission.org 537 W. Mission Drive San Gabriel, CA 91776 (bus stop) Mission and Junipero 626/457-3048 daily, 09:00 am – 04:30 pm
ACCESSIBILITY	accessibility varies for some exhibit areas
COSTS	admission \$5 (adults)/ \$4 (seniors), plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Graceful buildings and pleasant grounds; cactus gardens; tanning vats with explanation; fountains and statues; mission church with ornate decorations; museum; court of the missions with models of each of California's 21 missions; gift shop

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Visit the web-site with participants who plan to go to inquire about their schedule of activities.
5. Discuss with the participants what they can expect to see and ask each participant to select at least one area of interest.
6. Encourage participants who chose this activity to bring/wear comfortable walking shoes and a hat on the designated date.
7. Pack sketch pads, pencils, photography equipment, etc. to take with you.

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.

COMMUNITY ACTIVITIES

Places to Go... Things to See

2. Review community safety tips.
3. During the drive discuss what they can expect to see at the exhibit, suggest some things to look for and remind them of their selections from the previous discussion.
4. Explore the Mission with the participants in groups of 3 (2 participants and 1 staff) for approximately 1 hour.
5. Encourage participants to sketch or photograph what they see.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed or to get some food and/or drinks as desired.
8. Collect any written materials, sketches and/or take photographs to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch sightings or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in the architectural aspects of the museum.
5. Some participants may be interested in the historic aspects of the museum.
6. You may collect information from other related attractions.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site.
3. Use of public transportation, if applicable.
4. Community activities such as the library to further research ethnic and cultural history and related themes.
5. Community outings on related architectural themes such as Adobe de Palomares (Pomona), Gamble House (Pasadena), Heritage Square Museum (Montecito Heights), etc.
6. Other community outings on related historical sites such as American Heritage Park (South El Monte), Civil War Camp (March/Santa Fe Springs), El Monte Historical Museum, Heritage Park (Santa Fe Springs), Homestead Museum (City of Industry), Pilgrim Place Festival (November/Claremont), San Dimas County Park, Sheriff's Training Center (Whittier), etc.
7. Arts and crafts activity to build a model of the mission or other period buildings.
8. Activity Calendar.
9. Photography and/or sketching.
10. Hold a gallery show of the collected photos and sketches.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Norton Simon Museum

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	nortonsimon.org 411 W. Colorado Boulevard Pasadena, CA 91105 (bus stops) Orange Grove and Walnut, Orange Grove and Colorado 626/449-6840 Wed. – Sun., noon – 6:00 pm Fri., noon – 9:00 pm
ACCESSIBILITY	fully accessible
COSTS	admission \$6 (adults)/ \$3 (seniors), plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Art museum exhibiting one of the world's finest private collections of seven centuries of European, American and Asian art; rich schedule of special exhibits; thirty galleries; family guide for self guided tours; 30 minute orientation documentary movie; educational tours available by reservation

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact museum to inquire about any special exhibit(s) to be discussed with participants.
5. Visit the web-site or review brochure from the museum with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
7. Encourage the participants who chose this activity to bring/wear comfortable walking shoes on the designated date.
8. Pack sketch pads, pencils, photography equipment, etc. to take with you.

C COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the museum, suggest some things to look for.
4. Explore the museum with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes, including 30 minute movie.
5. Encourage participants to sketch or take photographs of what they see.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed.
8. Collect any written materials to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and plan any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for use on your activity calendar or to create a bulletin board.
4. Some participants may be interested in appreciating art and the artists who create it in a variety of media.
5. Some participant may be interested in performance arts.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site or of art in general.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to further explore art and how it is made.
5. Community outings such as outings to the Chalk Street Painting Festival (June/Pasadena), Huntington Library (San Marino), Kidspace Children's Museum (Pasadena), Museum of History and Art (Ontario), etc.
6. Other community outings to see performance art such as the Ben Bolinger's Candlelight Pavilion (Claremont), Haugh Performing Arts Center (Glendora), MOTA Day (May/Pasadena), Pasadena Playhouse, San Gabriel Civic Auditorium, Theater at the Grove (Upland), etc.
7. Visit to an art supply store.
8. Arts and crafts activities to create art in a variety of media.
9. Photography and/or sketching.
10. Create your own art gallery.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Petterson Museum

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	pilgrimplace.org or culturalcenter.org/culture/museums.htm 730 Plymouth Road Claremont, CA 91711 (bus stop) Bonita and Cambridge 909/621-9581 Fri. – Sun., 02:00 pm – 4:00 pm call to make a reservation for other times
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Small, folk art museum housed on the grounds of a retirement community for missionaries; Mementoes from host cultures and crafts; exotic artifacts include costumes, textiles, masks, statues, dolls, shells, pottery; docent guided tours; Pilgrim Place Festival

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact museum to inquire about any special exhibit(s) to be discussed with participants.
5. Visit the web-site or review brochure from the attraction(s) with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
7. Encourage the participants who chose this activity to bring/wear comfortable walking shoes on the designated date.
8. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with

COMMUNITY ACTIVITIES

Places to Go... Things to See

you.

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the museum, suggest some things to look for.
4. Explore the museum with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
5. Encourage participants to sketch or take photographs of what they see.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed.
8. Collect any written materials to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and plan any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for use on your activity calendar or to create a bulletin board.
4. Some participants may be interested in the ethnic/cultural aspects of the museum
5. Some participants may be interested in learning how missionaries lived.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site or of contemporary art in general.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to further explore ethnic/cultural themes.
5. Community outings on related ethnic/cultural themes such as the All Nations Pow Wow (June/Big Bear City), Chinese Temple (Hacienda Heights), Chinese New Year Celebration (February/Los Angeles), Cinco de Mayo (various local communities), Festival of Cultures (November/Pasadena), Indian Center's Annual Pow Wow (July/ Costa Mesa), Lotus Festival (July/Los Angeles), Nisei Week Japanese Festival (August/Los Angeles), Pow Wow (November/Santa Fe Springs), Tet Festival (February/Westminster), etc.
6. Other community outings on related historical sites such as American Heritage Park (South El Monte), Civil War Camp (March/Santa Fe Springs), El Monte Historical Museum, Heritage Park (Santa Fe Springs), Homestead Museum (City of Industry), Pilgrim Place Festival (November/Claremont), San Dimas County Park, Sheriff's Training Center (Whittier), etc.
7. Arts and crafts activities to create ethnic/cultural crafts and/or decorations.
8. Visit to ethnic restaurants or cultural exhibits.
9. Create your own ethnic/cultural exhibit highlighting participants' backgrounds.
10. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Pioneer Park

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	cityofsandimas.org 225 S. Cataract Avenue San Dimas, CA 91773 (bus stops) Bonita and Cataract, Arrow Hwy. and Cataract 909/394-6230 daily, dawn to dusk
ACCESSIBILITY	accessability varies according use/activity
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed (safety equipment of skateboarding)

FEATURES: Public park offering a playground, basketball courts, picnic tables, and; 8,000 square foot concrete skate park with ramps, a grinding box, and more - helmets, knee and elbow pads are required

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the park to inquire about any special accessibility considerations.
5. Visit the web-site with the participants who plan to go.
6. Discuss what they can expect to do and ask each participant to identify one thing they particularly want to do.
7. Encourage the participants who chose this activity to bring/wear comfortable walking shoes and required safety equipment on the designated date.
8. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to do at the park, suggest some things to do.
4. Explore the park with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
5. Encourage participants to sketch or take photographs of what they see.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed.
8. Collect any written materials to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and plan any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for use on your activity calendar or to create a bulletin board.
4. Some participants may be interested in identifying local plants and animals.
5. Some participant may be interested in playing or watching sports.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site or of parks in general.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to further explore local plants and animals or sports.
5. Community outings such as a visit to Arboretum of Los Angeles County (Arcadia), Frank G. Bonelli Regional County Park (San Dimas), Heritage Park (Santa Fe Springs), Lacy Park (San Marino), Norwalk Dairy (Santa Fe Springs), Rancho Santa Ana Botanic Gardens (Claremont), Rose Hills (Whittier), San Dimas County Park, Vincent Lugo Park (San Gabriel), etc.
6. Other community outings such as a visit to Arroyo Miniature Golf (South Pasadena), Golfland Arcade (South El Monte), Hangar 18 Rock Climbing (Upland), Malibu Speedzone (City of Industry), Montebello Barnyard Zoo, Raging Waters (San Dimas), San Gabriel River bike trail (Azusa), Upland Family Fun Center, Whittier Narrows (South El Monte), etc.
7. Collect sightings of local plants and animals to create your own gallery.
8. Visit to a sporting goods store.
9. Arts and crafts activity to display plant and animal sightings.
10. Host a basketball or volleyball tournament at your site.
11. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Rancho Santa Ana Botanic Gardens

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	rsabg.org 1500 N. College Avenue Claremont, CA 91711 (bus stop) Foothill and Indian Hill 909/625-8767 daily, 08:00 am – 5:00 pm
ACCESSIBILITY	fully accessible
COSTS	free admission (donation of \$2 or \$5/family appreciated), plus transportation
EQUIPMENT	no special equipment needed

FEATURES: 86 acre botanic garden with plants native only to California; 1000's of local plants from giant sequoias, fan palms, california live oak, manzanitas, cacti, wildflowers, and more; walking trails; checklist for bird watching

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the gardens to inquire about any special exhibit(s) to be discussed with participants or any special accessibility accommodations.
5. Visit the web-site or review brochure from the garden with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
7. Encourage the participants who chose this activity to bring/wear comfortable walking shoes and a hat on the designated date.
8. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the garden, suggest some things to look for.
4. Explore the garden with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
5. Encourage participants to sketch or take photographs of what they see.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed.
8. Collect any written materials to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and plan any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for use on your activity calendar or to create a bulletin board.
4. Some participants may be interested in identifying local plants.
5. Some participants may be interested in identifying local animals.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site and related web-sites regarding activities at the site and related subjects.
4. Community activities such as a visit to a library to further explore local plants and animals.
5. Community outings such as a visit to the Arboretum of Los Angeles County (Arcadia), Frank G. Bonelli Regional County Park (San Dimas), Heritage Park (Santa Fe Springs), Huntington Library (San Marino), Lacy Park (San Marino), Norwalk Dairy (Santa Fe Springs), Rose Hills (Whittier), San Dimas County Park, Schabarum Regional Co. Park (Rowland Heights), Vincent Lugo Park (San Gabriel), etc.
6. Other community outings such as a visit to the farm tour, Industry Hills Charity Pro Rodeo (October/City of Industry), LA County Fair (September/Pomona), Montebello Barnyard Zoo, Nature's Child Open House (May/San Dimas), Norwalk Dairy (Santa Fe Springs), Pet Expo (April/Pomona), Santa Anita Park (seasonal/Arcadia), Wilderness Preserve (Arcadia), Wildlife Sanctuary Tour (Mt. SAC/Walnut), etc.
7. Activity Calendar.
8. Arts and craft activities using local plants, leaves, blooms, etc.
9. Plant a garden at your site.
10. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Raymond M. Alf Museum

DURATION	2 hours, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	alfmuseum.org 1175 W. Baseline Road Claremont, CA 91711 (bus stop) Towne Ave. and Baseline Rd. 909/624-2798 Mon. – Thurs., 8:00 am – noon and 1:00 pm – 4:00 pm
ACCESSIBILITY	fully accessible
COSTS	\$1 adults, \$20 for groups of 35, plus transportation; free admission on Wednesdays
EQUIPMENT	no special equipment needed

FEATURES: Unique museum displaying dinosaur skeletons, skulls, fossils, and archaeological finds from all over the world; display on egyptology; touch table; trackways of castings; good sized rock and mineral displays; 90 minute tours

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about hours of operation, any access limitations or any other special considerations.
5. Visit the web-site with participants who plan to go, in order to be prepared for their visit.
6. Discuss with participants what they expect to find and ask each participant to identify one thing they want to find.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they expect to find and remind them what they identified to find.
4. Explore the museum with the participants, in groups of 3 (2 participants and 1 staff), for approximately 2 hours.
5. Ask open-ended questions to stimulate the participants in their search.
6. Escort participants to restrooms as needed.
7. Collect any promotional materials for your activity calendar.
8. During the drive back, discuss what each participant found, plan any future return trips and discuss follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for use on your activity calendar or to create a bulletin board.
4. Some participants may collect information about other activities at the museum.
5. Some participants may be interested in paleontology and natural history.
6. Some participants may be interested in local history.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site and related web-sites regarding activities at the museum and related subjects.
4. Community activities such as a visit to a library to further explore natural and local history.
5. Community outings to explore natural history such as Children's Museum at La Habra, George C. Page Museum/La Brea Tar Pits (Los Angeles), Natural History Museum of Los Angeles County (Los Angeles), Ralph B. Clark Regional Park (Buena Park), etc.
6. Other community outings such as a visit to Adobe de Palomares (Pomona), California Weekly Explorer, Inc. (californiaweekly.com), Civil War Camp (March/Santa Fe Springs), Hathaway Ranch Museum (Santa Fe Springs), Heritage Square Museum (Montecito Heights), Homestead Museum (City of Industry), Mission San Gabriel Archangel, Museum of History and Art (Ontario), Old Pasadena Summer Fest (May), Revolutionary Encampment (July/Buena Park), Whittier Museum, etc.
7. Activity Calendar.
8. Arts and craft activities to create your own models of prehistoric animals and their natural habitats.
9. Arts and crafts activity to create a historical time-line wall hanging.
10. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

San Dimas County Park

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	parks.co.la.ca.us 1628 Sycamore Canyon Road San Dimas, CA 91773 (bus stop) Foothill Blvd. and San Dimas Canyon Road 909/599-7512 (park) daily, 08:00 am – sunset (nature center) daily, 09:00 am – 5:00 pm
ACCESSIBILITY	mostly accessible, some exhibits not accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: County park, museum and wildlife sanctuary; live animals, taxidermied animals, and collections of rocks, arrowheads, insects and butterflies; home to several injured or otherwise non-releasable native animals; self guided nature trail and other hiking trails; shady picnic area with tables and barbecues; playground; equestrian center

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the park to inquire about any special accessibility issues.
5. Visit web-site or review brochure with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one exhibit that they particularly want to see.
7. Encourage participants to bring/wear comfortable clothes, walking shoes and a hat on the designated day.
8. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with you.

INSTRUCTIONS:

COMMUNITY ACTIVITIES

Places to Go... Things to See

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the park, suggest some things to look for and remind each participant what they selected during the previous discussion.
4. Explore the park with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
5. Ask open-ended questions to stimulate discussion among participants.
6. Escort participants to restrooms as needed.
7. Collect any written materials to take back with you for further discussion.
8. Encourage participants to sketch or take photographs of what they see for use in related activities/projects.
9. During the drive back, discuss what each participant liked best and discuss any follow up activities/projects.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may make sketches or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for use on your activity calendar, to create a bulletin board, or for other art or craft projects.
4. Some participants may be interested in wildlife museum and sanctuary.
5. Some participants may be interested in outdoor activities of hiking and picnicing.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site, parks in general, and related web-sites regarding activities at the park and related subjects.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to research ecology and wildlife preservation.
5. Community outings such as a visit to the farm tour, Industry Hills Charity Pro Rodeo (October/City of Industry), LA County Fair (September/Pomona), Montebello Barnyard Zoo, Nature's Child Open House (May/San Dimas), Norwalk Dairy (Santa Fe Springs), Pet Expo (April/Pomona), Santa Anita Park (seasonal/Arcadia), Wilderness Preserve (Arcadia), Wildlife Sanctuary Tour (Mt. SAC/Walnut), etc.
6. Other community outings such as a visit to Arroyo Miniature Golf (South Pasadena), Frank G. Bonelli Regional Park (San Dimas), Golfland Arcade (South El Monte), Hangar 18 Rock Climbing (Upland), Heritage Park (Santa Fe Springs), Malibu Speedzone (City of Industry), Raging Waters (San Dimas), San Gabriel River bike trail (Azusa), Schabarum Regional Co. Park (Rowland Heights), Upland Family Fun Center, Whittier Narrows (South El Monte), etc.
7. Activity Calendar or bulletin board.
8. Teach a course at your site on conservation.
9. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

San Gabriel River Bike Trail

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	labikepaths.com/UpperSG.html San Gabriel Canyon Road (north of Sierra Madre) Azusa, CA 91702 Azusa to Long Beach (bus stop) Sierra Madre and San Gabriel Canyon Road daily, dawn to dusk
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	bicycles, safety equipment

FEATURES: Concrete river bike trail; starts at San Gabriel Canyon Road, just north of Sierra Madre with several other access points; goes through scenic areas, wilderness areas, and past parks; recreation area around the Santa Fe Dam; interesting side trips along the way

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Research on-line or contact the museum to inquire about any special exhibit(s) to be discussed with participants or any special considerations.
5. Visit the web-site or review brochure from the trail with participants who plan to go.
6. Discuss what they can expect to see and ask each participant to select one item they want to see.
7. Ensure participants to bring/wear comfortable clothes, walking shoes and a hat on the designated day.
8. Pack water bottles, sketch pads, pencils, photography equipment to take with you.

INSTRUCTIONS:

COMMUNITY ACTIVITIES

Places to Go... Things to See

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see on the trail, suggest some things to look for and remind each participant what they chose during the previous discussion.
4. Bike the trail with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
5. Ask open-ended questions to stimulate discussion among participants.
6. Escort participants to restrooms as needed or to get some food and/or drinks as desired.
7. Collect any written materials or take photographs to take back with you for further discussion.
8. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may make sketches or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or create a bulletin board.
4. You may post vehicles at other access points for any tired riders.
5. Some participants may be interested in bicycling and sports activities.
6. Some participants may be interested in nature and wildlife.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site and related sites.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to further explore local bike trails.
5. Community outings such as a visit to Arboretum of Los Angeles County (Arcadia), Ben Overturff Trail, Frank G. Bonelli Regional County Park (San Dimas), Lacy Park (San Marino), Pioneer Park (San Dimas), Rancho Santa Ana Botanic Gardens (Claremont), Rose Hills (Whittier), San Dimas County Park, Schabarum Regional Co. Park (Rowland Heights), Vincent Lugo Park (San Gabriel), etc.
6. Other community outings such as a visit to Arroyo Miniature Golf (South Pasadena), Golfland Arcade (South El Monte), Hangar 18 Rock Climbing (Upland), Malibu Speedzone (City of Industry), Raging Waters (San Dimas), Santa Fe Dam Recreation Area (Irwindale), Upland Family Fun Center, Whittier Narrows (South El Monte), etc.
7. Activity Calendar.
8. Photography and/or sketching.
9. Arts and crafts activities to display your photos and sketches.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Schabarum Regional County Park

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	parks.co.la.ca.us Colima Road Rowland Heights, CA 91748 (bus stop) Azusa and Colima 626/854-5560 May – Sep., Mon. – Fri., 06:00 am – 08:00 pm, Sat. And Sat., 08:00 am – 08:00 pm Oct., – Apr., Mon., – Fri. 06:00 am – 06:00 pm, Sat. – Sun., 08:00 am – 08:00 pm
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation \$3 per vehicle on weekends and holidays
EQUIPMENT	no special equipment needed

FEATURES: 650 acres with lots of rolling green hills; picnic tables, barbecue pits, shady trees, and a playground with a pirate ship; paved walking/hiking trails along a creek; 20 miles of dirt hiking and equestrian trails; Ray's Equestrian Center (call for rates)

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about any special exhibits or any accessibility considerations.
5. Visit the web-site with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
7. Encourage participants who chose this activity to wear/bring comfortable walking shoes and a hat on the designated date.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to do, suggest some things.
4. Explore the museum with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
5. Ask open-ended questions to stimulate discussion among participants.
6. Escort participants to restrooms as needed.
7. Collect any written materials to take back with you for further discussion.
8. Encourage participants to sketch or take photographs of what they see for use in related activities/projects.
9. During the drive back, discuss what each participant liked best and discuss any follow up activities/projects.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch pictures or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in outdoor exercise activities.
5. Some participants may be interested in local plant and animal life.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site, parks in general, and related web-sites regarding activities at the park and related subjects.
3. Use of public transportation, if applicable.
4. Community activities such as a visit to the library to research hiking or equestrian activities.
5. Community outings such as a visit to the Arroyo Miniature Golf (South Pasadena), Ben Overturff Trail, Frank G. Bonelli Regional County Park (San Dimas), Hangar 18 Rock Climbing (Upland), Pioneer Park (San Dimas), Raging Waters (San Dimas), San Dimas County Park, San Gabriel River bike trail (Azusa), Santa Fe Dam Recreation Area (Irwindale), Vincent Lugo Park (San Gabriel), Whittier Narrows (South El Monte), etc.
6. Other community outings such as a visit to the Fairplex Park (Pomona), farm tour (Pomona), Industry Hills Charity Pro Rodeo (October/City of Industry), Kellogg Arabian Horse Center (Pomona), LA County Fair (September/Pomona), Montebello Barnyard Zoo, Nature's Child Open House (May/San Dimas), Norwalk Dairy (Santa Fe Springs), Pet Expo (April/Pomona), Santa Anita Park (seasonal/Arcadia), Wilderness Preserve (Arcadia), Wildlife Sanctuary Tour (Mt. SAC/Walnut), etc.
7. Activity Calendar or bulleting board.
8. Create an obstacle or exercise course at your site.
9. Teach a course on sports safety at your site.
10. Photography and/or sketching.



COMMUNITY ACTIVITIES

Places to Go... Things to See

Vincent Lugo Park

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	sangabrielcity.com Wells Street San Gabriel, CA 91776 (bus stop) W. Wells and Ramona St. 626/308-2875 daily, 07:30 am – 10:00 pm
ACCESSIBILITY	fully accessible
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Separate play areas: one small enclosed space for toddlers; one with a rocket structure for climbing and sliding; another just for fun; small wading pool in the summers; sand pit and lots of grassy running space with picnic tables; oversized cement sea creatures in nautical themed settings

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Visit the web-site, or contact the park with participants who plan to go.
5. Discuss with the participants what they can expect to see and ask each participant to select at least one area of interest.
6. Encourage participants who chose this activity to bring/wear comfortable walking shoes and a hat on the designated date.
7. Pack water bottles, sketch pads, pencils, photography equipment, etc. to take with you.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to see at the park, suggest some things to look for and remind them of their selections from the previous discussion.
4. Explore the park with the participants in groups of 3 (2 participants and 1 staff) for approximately 60 minutes.
5. Encourage participants to sketch or photograph what they see.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed or to get some food and/or drinks as desired.
8. Collect any written materials, food sketches and/or photographs to take back with you for further discussion.
9. During the drive back, discuss what each participant liked best and discuss any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants according to interest and/or ability.
2. Some participants may sketch unusual or favorite things they see or
3. take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in outdoor exercise.
5. Some participants may be interested in the sea creatures.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Use of public transportation, if applicable.
3. Computer research of web-site to research of the park and related subjects.
4. Community activities such as a visit to a library to further explore area parks and/or sea creatures and other animal life, etc.
5. Community outings such as a visit to the Arboretum of Los Angeles County (Arcadia), Frank G. Bonelli Regional County Park (San Dimas), Heritage Park (Santa Fe Springs), Huntington Library (San Marino), Lacy Park (San Marino), Norwalk Dairy (Santa Fe Springs), Rancho Santa Ana Botanic Gardens ((Claremont), Rose Hills (Whittier), San Dimas County Park, Schabarum Regional Co. Park (Rowland Heights), etc.
6. Other community outings to other related sites such as the farm tour (Pomona), Industry Hills Charity Pro Rodeo (October/City of Industry), Kellogg Arabian Horse Center (Pomona), LA County Fair (September/Pomona), Montebello Barnyard Zoo, Nature's Child Open House (May/San Dimas), Norwalk Dairy (Santa Fe Springs), Pet Expo (April/Pomona), Wilderness Preserve (Arcadia), Wildlife Sanctuary Tour (Mt. SAC/Walnut), etc.
7. Activity Calendar.
8. Arts and crafts activities to create fish artwork.
9. Set up an aquarium at your site with live fish or with some of the models and plant life effects you've created.
10. Visit to a pet shop specializing in aquariums.
11. Photography and/or sketching.

COMMUNITY ACTIVITIES

Places to Go... Things to See

Wilderness Preserve

DURATION	60 minutes, plus travel time
STAFFING	driver, plus 1:2
CONTACT INFORMATION	ci.arcadia.ca.us/recreation/Wilderness%20Preserve.htm 2240 Highland Oaks Drive Arcadia, CA 91006 (bus stop) Sierra Madre and Santa Anita 626/355-5309 June – Sep.: Mon. – Fri., 08:30 am – 07:00 pm, Jan. – May and Oct. – Dec., Fri., 08:30 am – 04:30 pm weekend admission by reservation only
ACCESSIBILITY	accessability varies according to use
COSTS	free admission, plus transportation
EQUIPMENT	no special equipment needed

FEATURES: Wilderness park/preserve; dirt trails; picnic tables; picnic shelter area with kitchen facilities (group rental); swimming hole; nature center; classes

PREPARATION:

1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the Wilderness Preserve to inquire about any special exhibits or any accessibility considerations.
5. Visit the web-site with the participants who plan to go.
6. Discuss what they can expect to see or do and ask each participant to identify one thing they particularly want to see or do.
7. Encourage participants who chose this activity to wear/bring comfortable walking shoes and a hat on the designated date.

COMMUNITY ACTIVITIES

Places to Go... Things to See

INSTRUCTIONS:

1. Call to the transportation pick up area the participants who chose this activity.
2. Review community safety tips.
3. During the drive discuss what they can expect to do at the preserve, suggest some things to look for.
4. Explore the preserve with the participants, in groups of 3 (2 participants and 1 staff), for approximately 60 minutes.
8. Support the participants in participating to the best of their abilities.
6. Ask open-ended questions to stimulate discussion among participants.
7. Escort participants to restrooms as needed or to get some food and/or drinks as desired.
8. During the drive back, discuss what each participant liked best and plan any follow up activities.

SUGGESTIONS:

1. To the extent possible, pair participants by interest and/or ability.
2. Some participants may sketch things they see or take photos so they can re-create some of what they see.
3. You may make extra prints of the photographs for your activity calendar or to create a bulletin board.
4. Some participants may be interested in the animals at the preserve.
5. You may collect information or written materials to take back with you.

SOME RELATED ACTIVITIES:

1. Community safety instruction.
2. Computer research of web-site.
3. Use of public transportation, if applicable.
4. Community activities such as the library to further research the preservation of wildlife.
5. Community outings to other related sites such as a visit to the farm tour, Industry Hills Charity Pro Rodeo (October/City of Industry), LA County Fair (September/Pomona), Kellogg Arabian Horse Center (Pomona), Montebello Barnyard Zoo, Nature's Child Open House (May/San Dimas), Norwalk Dairy (Santa Fe Springs), Pet Expo (April/Pomona), Wildlife Sanctuary Tour (Mt. SAC/Walnut), etc.
6. Other community outings such as a visit to the Arboretum of Los Angeles County (Arcadia), Frank G. Bonelli Regional County Park (San Dimas), Heritage Park (Santa Fe Springs), Huntington Library (San Marino), Lacy Park (San Marino), Norwalk Dairy (Santa Fe Springs), Rancho Santa Ana Botanic Gardens (Claremont), Rose Hills (Whittier), San Dimas County Park, Schabarum Regional Co. Park (Rowland Heights), Vincent Lugo Park (San Gabriel), etc.
7. Activity Calendar.
8. Arts and crafts activities to create models of the animals you've seen in their natural habitat.
9. Arts and crafts activity to display the photos and sketches by the participants.
10. Teach a course at your site on conservation.
11. Photography and/or sketching.

APPENDICES

You can extend the excitement, fun and learning of an activity

No activity starts or ends with the activity. You can extend the excitement, fun, and learning of activities by planning other activities related to the theme of your principle area of participant interest. Many of the steps listed under "Preparation" and the ideas listed under "Some Related Activities" for each activity sheet will give you some ideas.

- Make a bulletin board or an Activity Calendar using:
 - the brochures and written materials you've collected;
 - photographs you've taken;
 - sketches of what you've seen.

- Research information at the library or on the internet on:
 - the homepage of the places you visit;
 - further information on related themes or interests;
 - other related places to visit.

- Schedule some "sharing" time to allow participants an opportunity to:
 - share what they saw and did during their chosen activity;
 - hear about what other participants saw and did on the activity they selected;
 - discuss and plan future activities.

Use the selected resources on the following pages to develop new activities or extend the excitement, fun, and learning of the activities you select.

BORROWING RESOURCES:

Public library collections vary widely in their coverage of special needs titles, and tend to have older, out-of-date materials. You can improve the situation for yourself by requesting books through inter-library loan procedures. To improve the collection for everyone, make suggestions to the librarian, donate books you no longer need, and ask the library to remove books that are especially misleading in their dated information.

Books with an asterisk (*) can be obtained at the San Gabriel/Pomona Regional Center Library.

APPENDIX A

Appendix A

Resource List - Books

BOOKS

Adams, Ronald C, and Jeffrey A. McCubbins Games, Sports and Exercises for the Physically Disabled. (Lea & Febiger, 1990) Adapted sports, games and activities that offer therapeutic, emotional and physical benefits.

Annand, Douglas R. The Wheelchair Traveler (D. Annand, 1990) "America's foremost directory for the handicapped traveler". Lists, by country, state and city, location of accommodations for the handicapped traveler and the conveniences available.

*Armstrong, Missy, M. S., CTRS and Sara Laurzen, CTRS. Community Integration Program. (Second Edition, 1994) A very detailed, step-by-step manual for establishing a community Integration Program. It covers usability, program management, clinical information, equipment and supply lists, related forms, community environment, cultural activities, community activities, transportation, physical activities, an independent plan and includes a section on related information with copies of ADA, ADA accessibility information and transportation safety information.

Bell, Patricia I Can Do It! I Can Do It! (K & H Pub, 1979) Cookbook for people with special needs.

*Campbell, Molly, MS, OTR/L and Veronica Anastasio Wiseman, MA, CCC-SLP. How to Revitalize Your Day Program: A Clinical Perspective. (1997) This book is about integrated therapeutic services in programs for adults with developmental disabilities. It focuses on consultation time, communication treatment, techniques for managing large groups effectively, maximizing use of program space, recommended program areas (gross motor, sensory exploration/relaxation, fine motor, crafts, adaptive woodworking, cooking/domestic, greenhouse/gardening, break room/game center) and extends beyond the program environment to the community, family and self advocacy. It includes a number of reproducible plans, forms and formats in a long list of appendices.

Christiaansen, R. L. Course Guide: Adaptation-Construction of Equipment for People with Disabilities. (1992) This notebook provides guidelines for a course on adapting and constructing equipment for people with a disability.

*Clements, Claire, Ed. D. The Arts/Fitness Quality of Life Activities Program. (1998) This book provides creative ideas for working with older adults in group settings. Although not written specifically for adults with developmental

APPENDIX A

Appendix A

Resource List - Books

disabilities, its includes nearly 150 activities in the areas of art, dance, drama, and fitness for activities professionals to use with adults in group settings. This manual's flexibility enables leaders and participants to collaborate on creating a schedule of activities that everyone can enjoy.

*Coyne, Phyllis *Developing Leisure Time Skills for Persons with A Practical Approach for Home, School, and Community*. This book fills the gap with excellent information on assessment, appropriate exercises and essential components of teaching this skill. It is also full of games and defined activities that will interest and motivate most children with autism.

Cunninghis, Richelle, Ed. M., OTR/L and Elizabeth Best-Martini, M. S., CTRS, ACC. *Quality Assurance for Activity Programs*. (1996) This book will tell you what you need to know to create a successful Quality Assurance program of your own. The authors define the terms used in QA and tell you the actions you need to take for a successful program and provide with basic policies, procedures and forms. While many of the examples are from long term care settings, the information can be used in any care setting.

DeMaria, Diane. *A Functional Activity Guide to Community Excursions*. (YAI, 1992) Strategies for activity implementation for community excursions including health and safety tips; excursion ideas; social interactions for seniors, etc.

Denziloe, Judy. *Fun and Games: Practical Leisure Ideas for People with Profound Disabilities*. (Butterworth-Heinemann, 1994) Practical handbook for therapists, nurses and care givers of play and relaxation activities for the severely disabled.

Eriksson, Britt-Marie and Anna Gawell. *Activities Using Headsticks and Optical Pointers*. (1987) This publication is intended as a practical guide in the use of head sticks, wands, helmets, optical pointers and other adaptive devices for use in work and in communication.

Flowers, Toni *Reaching The Child with Autism Through Art* (Claudia Quigg, 2000) Practical "fun" activities to enhance motor skills and to improve tactile and concept awareness.

Goldberg, Barry *Sports and Exercise for Children with Chronic Health Conditions*. (Human Kinetics, 1995)

*Greenstein, Doreen. *Backyards and Butterflies: Ways to Include Children with Disabilities in Outdoor Activities*. (NY State Council, 1993) Although this book was intended for use with children with disabilities, many of the activities can be adapted for use with adults with disabilities. This book contains lots of ideas for

APPENDIX A

Appendix A

Resource List - Books

ways to include participants with disabilities in outdoor activities including gardening, nature and animals, and many more.

*Johnson, Rachel Picard and Rose Marie Orchowskyj. *Out in the World: A Community Living Skills Manual*. (Imaginar, 1992) Offers step-by-step activities to prepare your clients for community reentry. Covers consumer buying, banking, budgeting, catalog buying, postal service, library service, vacation planning and public transportation.

*Jones, Alana, CTRS. *The wRECKing Yard of Games and Activities*. (1996) This is the wRECKing Yard - the place where activities and games (productive RECreation) help people put lives together. This book includes 104 activities that help you teach teamwork, self-esteem, self-discovery, leisure education, communication, anger management, and fitness. First of all, each one is fun. Second, each one helps participants understand themselves and their lives better. That's why this book is becoming a favorite of professionals who are looking for activities that do more than just pass the time.

*Krane, Gary, Ph. D. *Simple Fun for Busy People*. (1998) In this book, Dr. Gary Krane, a psychologist and game creator, shows how to put fun into our lives without spending more time or money. This book provides 333 physical, mental, and emotional games that are meant to be played in the everyday situations of a busy day without special planning or equipment - getting up, going somewhere, shopping at the mall, doing chores, commuting (activities for the travel time to community sites), and dining. There's even a section on creative aloneness.

Leugers, Karen and Kathy Staugler, MA, CCC-SLP. *LIFE - Learning Independence through Functional Experiences*. (1995) This book provides an option to actively involve participants with varying ability levels in relevant classroom and community environments. All stories and activities have been written with symbols to make them easily adapted for non-verbal participants. The authors have given permission for the stories to be reproduced for educational purposes.

Levin, Jackie and Kathy Enselein. *Fun for Everyone*. (Ablenet, 1990) This book provides information about tools, strategies and resources to promote access, active participation and inclusion into a variety of recreation and leisure activities.

McGowan Consultants. *DD Resource Guide*. (1995) This resource guide provides lists of organizations, corporations, products and services to help persons with disabilities and their families.

McGowan, Karen Green *Functional Life Planning*. (McGowan Consultants, 1994)

Monaco, Greg. *Basic Concepts for Teaching People with Developmental*

APPENDIX A

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Resource List - Books

Disabilities and Mental Retardation. This book gives useful advice and provides valuable information about basic teaching techniques.

Mussdelwhite, Dr. Caroline Ramsey. RAPS - Reading Activities Project for older Students. (1993) This book provides to stories which are age appropriate, functional and community based written with symbols to make them easily adapted for non-verbal participants. The authors have given permission for the stories to be reproduced for educational purposes. Written by teachers for teachers, each story comes with step-by-step instructions and reproducible story sheets.

Nisbet, Jan Natural Supports in School, at Work and in the Community for People with Severe Disabilities. (Paul H. Brookes, 1992) Promoting the position that assistance must be defined by the needs of individuals rather than the requirements of service "systems". This definitive book combines thoughtful research and provocative first-person accounts to give fresh insight and practical guidance for using natural supports.

Nisbet, Jan and David Hagner, PhD. Part of the Community: Strategies for Including Everyone. (Paul H. Brookes Publishing Co) This book emphasizes inclusion as a lifelong process and offers readers creative problem-solving techniques that will enable them to improve the lives of individuals with disabilities in their communities.

*Paciorek, Michael Sports and Recreation for the Disabled. (Master Press, 1994) Sports for the Handicapped. Equipment and supplies directories is included.

Palder, Edward L. The Catalog of Catalogs IV. (1999) This is a complete mail order directory. "If it's not in this book, you probably don't need it." - Columbus Dispatch This is a listing of more than 15,000 catalogs sorted by type. In it you will find sources for teaching materials, games, crafts, gardening and many other areas you'll want for the activities you will be developing.

*Perry, Susan K. Playing Smart. (Free Spirit Publishing, 1990) Playing Smart gives you hundreds of choices of activities to do with four participants - from photography to psychology, cooking to cultural relativity.

*Peterson, Susan. Fun and Educational Places to go with Kids and Adults. (Fun Places Publishing, 2001) A comprehensive guide through Los Angeles, Orange, Riverside, San Bernardino, San Diego and Ventura Counties, plus Big Bear and Palm Springs.

Pritchard, Juanita, Ed. S. and Karla Stone, M. S. From the Classroom to the

APPENDIX A

Appendix A

Resource List - Books

Workplace, Vols. I and II. (1997) These books provide step-by-step instructions for a variety of activities in the 5 units: grocery, retail, laundry/housekeeping, restaurant/food service, and office/clerical. Written by teachers for teachers, the instructions for each activity include pictures and symbols so that they can easily be adapted for non-verbal participants. The authors have given permission for the sheets to be reproduced for educational purposes.

Reynolds, Jo Attainment's Community Success: An Illustrated Guide to Community Access (1997)

Rogouin, Anne and Christine Z. Cataldo. What's the Hurry?. (University Park Press, 1983) This visual handbook presents high interest learning activities that serve as challenges to develop and reinforce particular and understandings. Each of the activities presented in this text has been "assigned" an area of development and an approximate level of difficulty.

Schleien, Stuart J. Lifelong Leisure Skills and Life Styles for Persons with Developmental Disabilities (Paul H. Brookes, 1995)

*Schleien, Stuart J. and M. Tipon Ray Community Recreation and People with Disabilities: Strategies for Inclusion (1997)

*Seefeldt, Carol Playing to Learn (Greyphon House, 2001) Discusses play, learning and child development.

Simmons, Richard Reach for Fitness: a Special Book of Exercises for the Physically Challenged (Warner Books, 1986) Discusses exercise and nutrition.

Smull, Michael and Susan Burke Harrison Supporting People with Severe Reputations in the Community (National Assoc. of State Directors of Dev. Dis. Svs., 1992) Behavioral modification techniques which may be useful in the community.

*Stengle, Linda J. Laying Community Foundations For Your Child with a Disability. (Woodbine House, 1996) This practical guide shows how to establish a network of non-paid people that can provide lasting relationships.

Stiehl, Ruth and Vicki Schmall Creating a Community Program for Seniors with Developmental Disabilities (1989) Guidelines and Personal Experiences from a Model Program

APPENDIX A

Appendix A

Resource List - Books

Sweeney, Wilma K. *The Special-Needs Reading List*. (1998) This is an annotated guide to the best publications for parents and professionals. It covers over 700 authors and 200 organizations. It provides short reviews and recommendations of the best books, journals, newsletters, organizations, and other information sources about individuals with disabilities. It is divided into two sections: one covers topics related to disabilities in general; and the second one focuses on specific disabilities.

*Walsh, Alison *Able to Travel*. (Penguin Group, 1994) True stories by and for people with disabilities about traveling experiences.

Pacific Bell Smart Yellow Pages. In addition to specific listings, the front of this book includes maps and separate sections on Community Services, Places to Go, Seating Charts, Public Transportation and a Survival Guide.

The Thomas Guide - Los Angeles County. (2000) In addition to maps to assist you in finding the community sites you've identified, this book contains a Points of Interest Index with lists of beaches & harbors, entertainment & sports, golf courses, libraries, museums, parks & recreation, performing arts, points of interest & points of interest - historic, and transportation.

AAA Tour Book Although this tour book primarily offers information about hotels & restaurants in all of California, it also lists points of interest in your area as well as maps, recommendations, etc.

APPENDIX B

Appendix B

Resource List - Videos

VIDEOS

*Able to Laugh. (Fanlight Productions, 1994) This video shows six professional comics who happen to be disabled talk about the awkward ways people with and without disabilities, relate to each other, and how humor can remove the barriers of fear, guilt, vulnerability and misunderstanding.

Adapting the Computer, An Overview. (United Cerebral Palsy, 1994, 15 min.) This video shows other devices that can be used in place of a keyboard for individuals who have a disability.

CAFÉ - Cafeteria Access For Everyone. (CA Dep't. Of Education, 1997, 13 min.) This video offers valuable information on serving needs of individuals with special needs. Intended for school cafeterias but can be generalized to public restaurants.

*I Belong Out There. (Irene M. Ward and Associates, 1995, 25 min.) This video, hosted by Clyde Hoder, a young man with Down's Syndrome, encourages people with disabilities to go out and participate in all that their communities have to offer.

Independence with EZRA. (KY Enterprises, 10 min.) EZRA stand for easy remote access devices - signal switches devices designed for people with disabilities to promote independence.

Integrated Play Groups. (SFU Dep't. Special Education, 1992, 60 min.) This resource manual and accompanying video are designed to help professionals and parents design play programs for participants with diverse abilities and needs.

*Look Who's Laughing Now. (PBS, 60 min.) Amusing look at current live performances and interviews with disabled comedians at the "Improv".

*One of Us - Four Stories of Inclusion. (Ron Gould & Richard Furman, Connecticut Public Television, 1992) An upbeat look at four successful inclusion stories featuring children with hypotonia, Downs Syndrome, complex medical needs and an adult with Cerebral Palsy.

*Same Walk, Different Streets. (Milt Wright and Associates, 1993) This tape of

APPENDIX B

Appendix B

Resource List - Videos

Geri Jewell, a gifted actress and comedian with Cerebral Palsy, on stage. She uses her unique comedic talent to inspire appreciation for, and defy, the many myths surrounding persons with disabilities.

*Special Friends and Computers. (United Cerebral Palsy, 1994) Topics include adapting the computer, selecting software and using computer peripherals.



APPENDIX C

Appendix C Resource List - Online Sources

ONLINE SOURCES

These are some generally useful sites for meaningful activities, quality assurance, and local area attractions. Many other sites may be found, using these as a start point for links.

All have the prefix <http://www>. before the address given.

Please remember that online resources are by their very nature dynamic and subject to constant updates and changes. Although these web addresses were valid at press time, addresses change and may occasionally become unavailable, temporarily or permanently. You may also want to use key words when using a search engine to locate the most current websites. Please use these addresses as your starting point for exploring the internet as you develop new activities and provide supports and services for the participants you serve.

@LA City/Regional Guides/Directories	at-la.com/@la-city
@LA Recreation in Southern California	at-la.com
Adobe de Palomares/Historical Society of Pomona Valley	osb.net
Air and Space Gallery	casciencectr.org
Allied Model Trains	alliedmodeltrains.com
Amtrak/California	amtrak.com
Arboretum of Los Angeles County	arboretum.org
Arcadia (city of)/Recreation & Community Services Department	ci.arcadia.ca.us
Arroyo Miniature Golf	arroyoseco.com
Ask Jeeves, general information site	askjeeves.com
Azusa (city of)	ci.azusa.ca.us
Baldwin Park (city of)	baldwinpark.com
Ben Bollinger's Candlelight Pavilion	candlelightpavilion.com
Ben Overturff Trail	tchester.org/sgm/trails/overturff.html
Biola University Youth Arts	biola.edu/community/youth_arts/
Bradbury (city of)	cityofbradbury.org
California Institute of Technology, Seismology	gps.caltech.edu/seismo/seismo.page or trinet.org/tours
California Science Center	casciencectr.org

APPENDIX C

Appendix C Resource List - Online Sources

California Weekly Explorer, Inc.	californiaweekly.com
Children's Museum of La Habra	lhcm.org
Children's Nature Institute	childrensnatureinstitute.org
City of LA Dep't. Of Recreation & Parks	laparks.org
Civil War Camp	acws.net/heritage_park.html
Cooper Regional History Museum	culturalcenter.org
Covina (city of)	ci.covina.ca.us
Creative Forecasting	creativeforecasting.net
Diamond Bar (city of)	cityofdiamondbar.com/home/index.asp
Digital City	digitalcity.com/losangeles/
Directory of Bowling Alleys in the U. S.	bowlsearch.com or bowlingfans.com
Directory of Resources for Persons with Disabilities (thousands of sites – use search engine with these key words) “Resources for Persons with Disabilities”	
Directory of Skating Rinks in the U. S.	rollerskating.org/
Disability and Rehabilitation Resources	rehab.cahwnet.gov/
Duarte (city of)	accessduarte.com/
East Shore RV Park	eastshorervpark.com
El Monte (city of)	ci.el-monte.ca.us/
El Monte Historical Museum	ci.el-monte.ca.us/
	(click on city gov link at El Monte web site)
Farm Tour	csupomona.edu
Frank G. Bonelli Regional County Park	parks.co.la.ca.us
Fun Places	funplaces.com
Farmer's Markets	cafarmersmarkets.org
Gamble House	gamblehouse.org
George C. Page Museum/La Brea Tar Pits	tarpits.org
Glendora (city of)	ci.glendora.ca.us
Griffith Observatory and Planetarium	griffithobs.org
Hacienda Heights	lacounty.info
Hacienda Heights Youth Science Center	yn.la.ca.us/ysc

APPENDIX C

Appendix C Resource List - Online Sources

Hangar 18 Indoor Rock Climbing	climbhangar18.com
Hathaway Ranch Museum	alumni.caltech.edu/ or search under Hathaway Ranch Museum
Haugh Performing Arts Center	haughpac.com
Heritage Park	santafesprings.org/heritagepark.htm
Heritage Square Museum	heritagesquare.org
Homestead Museum	homesteadmuseum.org
Huntington Library	huntington.org
Idyll Arbor, Inc./Resources	idyllarbor.com
Industry (city of)	cityofindustry.org
Industry Hills Charity Pro Rodeo	industryhillsporodeo.org
Irwindale (city of)	ci.irwindale.ca.us
Irwindale Speedway	irwindalespeedway.com
Jet Propulsion Laboratories/Public Services	jpl.nasa.gov
Justice Brothers Racing Car Museum (web site not currently linked to museum)	justicebrothers.com
Kellogg Arabian Horse Center	csupomona.edu/~equine/Kellogg.htm
Kenneth G. Fiske Museum of Musical Instruments	cuc.claremont.edu/fiske/
Kidspace Children's Museum	kidspacemuseum.org
L.A. County Fair & Exposition Complex	fairplex.com
L.A. County Online	lacounty.info/
LA Rock Gym (Hawthorne)	larockgym.com
LA Tourist- free Publications	latourist.com/free-publications.htm
Lacy Park (under points of interest)	ci.san-marino.ca.us
La Puente (city of)	lapuente.org
La Verne (city of)	ci.la-verne.ca.us
Links to Disability Services	excelability.org
Local Farmer's Markets listings (Glendora)	cafarmersmarkets.org
Los Angeles & Southern California Special Event Listing	

APPENDIX C

Appendix C Resource List - Online Sources

	weekendevent.com
Mad Science	madscience.org
Malibu Speedzone	speedzone.com
Mayer-Johnson Co.	mayer-johnson.com
MTA [800/COMMUTE (265-6883), also DASH (213/808-2273)]	mta.net
Military Vehicle Museum	tankland/museum.com
Mission San Gabriel Archangel	sangabrielmission.org
Monrovia (city of)	ci.monrovia.ca.us
Montebello Barnyard Zoo	laavenue.com/barnyard.htm
Museum of History and Art/Science & Learning Center	ci.ontario.ca.us
National Hot Rod Motorsports Museum	nhra.com/museum
Natural History Museum of Los Angeles County	nhm.org
Norton Simon Museum	nortonsimon.org
Norwalk Dairy	californiaheartland.com/arachive/hl_325norwalk.htm
Parks & Recreation Areas in Southern CA	at-la.com
Pasadena (city of)	ci.pasadena.ca.us
Pasadena Playhouse	pasadenaplayhouse.org
Pasadena Symphony Musical Circus	pasadenasympphony.org
Pet Expo	tdsclove.org
Petterson Museum	culturalenter.org/culture/museums.htm
Pioneer Park	cityofsandimas.org
Plaza at West Covina Kids Club	shoppingtowns.com
Pomona (city of)	ci.pomona.ca.us
Raging Waters	ragingwaters.com
Ralph B. Clark Regional Park	ocparks.com/clarkpark
Rancho Santa Ana Botanic Gardens	rsabg.org
Raymond M. Alf Museum of Paleontology	alfmuseum.org
Recreation and Leisure	friendly4seniors.com
Rowland Heights	lacounty.info
San Dimas (city of)	cityofsandimas.com
San Dimas County Park/L.A. County	parks.co.la.ca.us

APPENDIX C

Appendix C

Resource List - Online Sources

San Gabriel, CA	sangabrielcity.com/
San Gabriel River Bike Trail	labikepaths.com/UpperSG.html
Santa Anita Park	santaanita.com
Santa Fe Dam Recreational Area	parks.co.la.ca.us
Schabarum Regional County Park	parks.co.la.ca.us
Sierra Club	sierraclub.org
Sierra Madre	sierramadre.lib.ca.us/community/sierramadre.html
South El Monte (city of)	ci.south-el-monte.ca.us
South Pasadena (city of)	ci.south-pasadena.ca.us
State Council on Developmental Disabilities	scdd.ca.gov/
Temple City (city of)	ci.temple-city.ca.us
The Kid Connection	thekidconnection.com
Therapeutic Recreation Group Work Forum	recreationtherapy.com
Things to do in ...Los Angeles	tripadvisor.com
Tournament House/Wrigley Gardens	rosebowl.com
Upland Family Fun Center	boomersparks.com
Vincent Lugo Park	sangabrielcity.com
Walnut (city of)	ci.walnut.ca.us
West Covina (city of)	westcov.org
Whittier Museum	whittiermuseum.org
Whittier Narrows Recreation Area	parks.co.la.ca.us
Whittwood Mall Kids Club	whittwoodmall.com
Wilderness Preserve	ci.arcadia.ca.us/recreation/Wilderness%20Preserve.htm
Wildlife Sanctuary Tour / Planetarium	mtsac.edu
World-Wide Web Virtual Library: Education by site	life.csu.edu.au/education/institution
YMCA/YWCA	ymca.net/

APPENDIX D

Appendix D

Resource List - Blank Formats

APPENDIX D BLANK FORMATS

APPENDIX D

Appendix D

Resource List - Blank Formats

“Places To Go . . . Things To Do” Site-Based Activity Format

ACTIVITY _____

DURATION _____

STAFFING _____

EQUIPMENT _____

COSTS _____

BENEFITS _____

PREPARATION:

INSTRUCTIONS:

SUGGESTIONS:

SOME RELATED ACTIVITIES :

APPENDIX D

Appendix D

Resource List - Blank Formats

“Places To Go . . . Things To Do” Community-Based Activity Format

ACTIVITY _____

DURATION _____

STAFFING _____

CONTACT INFORMATION _____

(name, web-address, street address, nearest bus stop, phone number, contact person, days/hours of operation)

ACCESSIBILITY _____

(physical access, restroom, phone, food/drinks)

COSTS _____

EQUIPMENT _____

FEATURES _____

PREPARATION:

INSTRUCTIONS:

SUGGESTIONS:

SOME RELATED ACTIVITIES: