

# Toobeez Senior Therapy Activity Workbook



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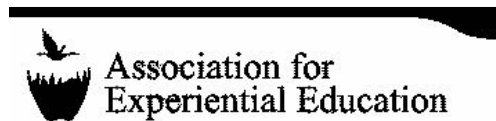
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**Award-  
Winning!**



Tested in 2004 by multiple teachers with families, the Toobeez Interactive Family Edition has won a Teacher's Choice Award for 2005. The Interactive Family Edition is what you get when you combine a set of Toobeez with Tom Heck's book, *The Official Toobeez Teambuilding Games and Activity Guide*, and Multimedia Training CD.

**All Project Connect Joint Venture participants are members of  
the following organizations**



## **About the Author**

**Vicky Pitner, CTRS** is a Recreation Therapist with 26 years experience working in geriatrics, addiction, mental health, long-term care, physical rehabilitation, and community settings. She founded Recreation Services, a consulting, direct care, and therapeutic training service for people who work with people with disabilities.

Vicky received her bachelor's degree from the University of Tennessee at Knoxville and is a nationally Certified Therapeutic Recreation Specialist. She began her career working in long-term care and has specialized training in working with seniors rehabilitating from strokes and living with dementia-related disorders such as Alzheimer's. She developed a community-based therapeutic respite program for adults with dementia and has received the Dementia Practice Guideline Evidence-Based Competency Training by the American Therapeutic Recreation Association.

Throughout her career, Vicky has included the family in the treatment process. She believes assisting family members in understanding the value of recreation in their own lives helps the family accept the losses they feel when a family member's activity level changes due to a chronic health condition. By supporting the family through the grieving process using therapeutic recreation, the family member and their families are able to interact in a safe and non-threatening environment, promoting a positive and hopeful outlook for the future.

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## **Special Acknowledgment**

*I dedicate this book to my mother, who gave me my spirit to play, and to my father, who taught me how to make a living doing what I truly love.*



**Project Connect thanks the following contributors for their efforts in the creation of this guide.**

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## **Project Connect** **Training Opportunities**

### **Do you want to:**

- Become a more effective educator, teacher or trainer?
- Learn to creatively increase student involvement?
- Develop strategies for creating a dynamic learning environment?

If you answered yes to any of the above questions, then the Project Connect training workshops are for you! We offer two types of workshops:



- 1. Train-the-Trainer Workshop**
- 2. TEAM Workshop**

### **Train-the-Trainer Workshop**

This workshop is for you if:

- You are an educator looking for new ways of teaching team and leadership skills
- You like learning in a fast-paced and hands-on environment

### **What to expect**

In the Train-the-Trainer workshop, you will learn how to lead activities that develop team and leadership skills. This workshop is fun, empowering and educational. It is also experiential, meaning you will learn by doing.

You will learn activities that promote trust and creative problem solving, as well as encourage purposeful and kind communication. You will experience physical activities, as well as activities which demand high cerebral skills. You will learn how to design everything from a five-minute



icebreaker to a full two-day adventure. Depending on the length of the program you choose, you can even learn how to integrate the activities into an existing curriculum.

You will learn how to deliver important processing skills to learn how to draw out the genius of the group by asking thought-provoking questions. When a discussion session is delivered properly, groups learn to own the information they generate from the teambuilding activities, providing them with a sense of empowerment, connectedness and success!

This is the perfect workshop for you if you are a:

- Classroom teacher
- School counselor
- Camp counselor
- Human Resources director
- Trainer or workshop presenter
- Therapeutic Recreation Specialist



### **TEAM Workshop**

**TEAM = Together Everyone Achieves More**

**The TEAM workshop is for your team if you are ready to:**

- Move quickly from a “good” team to a “great” team
- Have fun and be challenged in a dynamic learning environment
- Be treated with respect and dignity while leveraging the strengths of your group

Over the years, we have worked with thousands of people from all walks of life, including:

- Business teams (from such industries as investing, communications, and insurance)
- Non-profit organizations (such as YMCA, YWCA and Boys & Girls Clubs)
- Educators (including public & private school teachers, school counselors, college students, college teaching staff and international students)
- Alternative education programs (including corrections officers, after-school programs and enrichment programs)

**What to expect**

In this workshop, you will participate in fun activities and engaging hands-on learning exercises to help your team address vital issues so it can move forward. This workshop focuses on where you are now as a group and where you are going.



For more information about attending or scheduling teambuilding training workshops, call:

**1-877-TOOBEEZ**

**1-877-866-2339**





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### Introduction

Project Connect is dedicated to providing cutting-edge activities and tools for educators. Toobeez are a unique means of teaching academics, social skills, teamwork and problem solving. For the first time, the Toobeez program has been adapted as a useful teaching tool for utilization in schools and educational forums. The activities found in this workbook are designed to challenge participants to evaluate concepts from a practical point of view with hands-on learning opportunities.

### Project Connect Materials

Project Connect offers the following products:

#### **Toobeez**

Toobeez are the incredible construction tubes used to build and create the activities for your group! A one-of-a-kind construction system, Toobeez give you the chance to "connect" as a group while engaging everybody in constructive play. Toobeez are a hands-on, easy-to-assemble and safe product that captivates the imagination of anyone who uses them. You can use them indoors or outdoors to hold a powerful experience anytime!



**Each 57 Piece Toobeez Kit** contains: (20) 3.4" spheres, (8) 36" tubes, (8) 24" tubes, (8) 16" tubes, (8) 11" tubes, (1) GIANT Toobeez storage bag, (2) red slide-on curtain panels, & (2) blue slide-on curtain panels. Shipping box is 36" x 12" x 6" and weighs 21lbs.

#### **Activity Workbooks**

The *Toobeez Senior Therapy Activity Workbook* includes 10 detailed lesson plans with safety reminders, helpful hints, procedures, discussion questions and more to build and develop the academic skills of your group. Other available products include Math, Science, Language Arts, Physical Education, Occupational Therapy and Teambuilding workbooks. A teambuilding Multimedia Training CD is also available.



## **The Therapist's Role**

Facilitating activities for seniors can be a rewarding and satisfying experience. However, meeting the needs and interests of seniors can also be challenging and frustrating for the recreation staff in any setting.

Seniors are often unmotivated and may refuse to participate in various activities. Rather than participating themselves, many may instead choose to watch while others participate. Many times seniors choose the easiest or most basic option because they fear new activities or do not want to perform in front of others. Success as a therapist, which comes with practice and commitment, can make the difference in what choice a participant makes.

Being an effective therapist will allow your participants to accomplish more than they thought possible. The Toobeez activities in this workbook are unique and challenging and can easily engage seniors while addressing their social, physical and emotional needs. The activities are fun, thought-provoking and easily adapted to meet a variety of functioning abilities.

### **Therapist Tips**

- Clearly communicate instructions to the group or individual
- Be willing to “connect” with your group
- Believe in your participants
- Praise often
- Listen to responses during the Discussion and Processing sessions
- Accept feedback and use it to improve the activity
- Treat participants with dignity and respect
- Provide choice to participants
- Encourage participants to ask for help
- Invite participants personally to join the activity
- Give visual cues
- Get additional staff involved
- Focus on empowerment for the participants
- Use the participants' names
- Use humor and laughter
- Encourage decision-making skills
- Build on each individual's ability level and strengths

## **Connections to Therapeutic Activities**

This workbook contains activities that have therapeutic value. The therapeutic benefits include self-discovery, teamwork, building self-esteem, enhancing communication, and encouraging expression, choice, and independence. These activities can easily be facilitated by activity staff in a variety of senior settings with minimal adaptation.

However, this workbook is also written for Therapeutic Recreation Specialists who can use the activities as a tool when developing individual plans of care. Treatment goals and measurable objectives can easily be written.

Because the activities are straightforward and move at a slower pace, these activities work well with adults with developmental disabilities. The therapist plays a crucial role, but I have found that these activities enhance teamwork, problem solving, and communication skills – all great goals to work toward.

## **Intervention Strategies**

Each activity focuses on specific intervention strategies, and this is noted for each activity as the Activity Focus. The interventions covered by the activities in this book include Leisure Education, Cognitive, Psychosocial and Physical strategies. Each of these strategies is important in the field of recreational education, and utilizing a mix of these strategies in activities plays an important role in the overall health of seniors.

## **Related Terminology**

<b>Activity Focus</b>	Identifies specific domains that are being addressed, such as social, physical, expressive or cognitive.
<b>Activity Professional</b>	Designs and implements programming primarily in geriatric settings, retirement facilities, assisted living, adult day programs, senior centers and long-term care.
<b>Intervention</b>	Activities used to maintain or improve functional abilities that will enhance well-being and promote independence.
<b>Leisure Education</b>	Intervention used to teach or enhance recreational skills.
<b>Recreation Therapist</b>	Provides therapeutic services using recreation and activities as the primary treatment for persons who are limited in their functioning abilities due to illness, disability or other condition. Provides services based on an individual assessment and then implements goal-orientated services: Treatment, Leisure Education, and recreation participation.
<b>Recreation Participation</b>	Promotes health through leisure and recreational experiences.
<b>Treatment</b>	Improves functional skills, enhances well being, and promotes independence.

## **Safety**

Please use caution when utilizing Toobeez in your facility. Studying the material in this activity guide is not a substitute for professional training. Please refer to page 6 for information regarding the training options offered by Project Connect. For additional safety information, as well as product assembly and care, please turn to page 71.

### **Safety Tips!**

- Do not allow participants to climb on any Toobeez structures
- A first-aid kit should be easily accessible during the activities
- Follow general facility safety guidelines during all lessons

The information presented in this activity guide is a reference, and the therapist is ultimately responsible for judging the suitability of an activity and safely supervising the activity.

**The therapist's job is to make safety a priority  
and to manage the risk.**

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## **How to Use This Workbook**

### **Lesson Introduction Page**

The first page of each lesson contains an outline of information for the therapist. This page includes lesson objectives, the activity challenge and setup procedures.

The **Activity Plan** box on the page includes information regarding group size and time requirements. Space requirements are defined as follows:

**Minimal:** The activity can be conducted in a furnished room

**Medium:** A few pieces of furniture may need to be moved

**Lots:** Clear all furniture or relocate to a hall, gym or outdoor area

The **Activity Focus** lists the specific recreational education strategy targeted by the activity.

Finally, the **Activity Challenge** is provided on the first page of each lesson to clarify the purpose of the activity for the therapist.

### **Helpful Hints**

This section provides the therapist with suggestions to help guide the participants and avoid possible obstacles during the activity.

### **Activity Instructions**

This section explains how to conduct the actual lesson.

### **Activity Discussion and Processing**

This section provides the therapist with a discussion topic that relates to the activity, as well as support information to use in guiding a group discussion. Questions are provided for the therapist to help guide the discussion.

### **Activity Variations**

This section provides variations of easier or more challenging versions of the activity.

### **Notes**

Space is provided for the therapist's notes on the activity. Notes can help therapists reflect on the lesson, as well as record possible future modifications.

## **In the Next Volume**

Some topics in the *Toobeez Senior Therapy Activity Workbook, Volume Two* include:

**Sensory Stimulation**  
**Intergenerational Programming**  
**Leisure Education**  
**Patient with Dementia-Related Disorders**  
**Relaxation**  
**Validation Therapy**



## **Special Thanks**

I want to thank the staff and residents at Lakeside Retirement Community in McKenzie, Tennessee for their support in this project. They were playful, wonderful to work with during the photo shoot, and just a “whole lot of fun” during the activities. One resident described Toobeez as “tinker toys for adults!”

I thank you for your enthusiasm and willingness to “think outside the box” to introduce this new and exciting program. Lakeside Retirement Community has a beautiful facility, outstanding programs, amazing staff, and very happy residents who welcomed me into their community. Thank you for your trust in me and in Toobeez!

## ACTIVITY

# 1

## STICK SWITCH



### Objectives

- Improve range of motion
- Increase muscular endurance and strength
- Work cooperatively with others
- Improve sitting and standing balance
- Improve hand-eye coordination
- Increase flexibility
- Increase activity level
- Experience play

### Preparation

**Time:** 5 minutes

**Materials:**

1 Toobeez set  
chairs (one per participant)  
CD player (optional)

**Setup:**

1. Arrange chairs in a group.
2. Have the 36" and 24" Toobeez ready.

See page 6 for available training options!

### Activity Focus

Physical

### Activity Plan

**Group Size:** Small group or individual

**Time:** 30 minutes

**Space:** Medium

### Challenge

Participants will increase physical activity level by "playing."

## **Safety Considerations**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Make sure participants are attentive at all times
- Participants should be making eye contact when they are ready to toss and catch so they are aware it is their turn. Have the receiving participant say “ready” when he or she is prepared to receive the toss
- Do not have participants sit or stand too close together
- Start close and move further back as they become more confident

## ***Helpful Hints!***

- After mastering this activity, calling out “ready” will phase out

## **Activity Instructions**

1. Circle up the group. Orient the participants to each other, and then read the Activity Challenge Box to the group.

**Activity Challenge:** Participants will increase physical activity level by “playing.”

2. Open with a brief discussion of “non-productive play” versus “productive play.” Many people feel that their recreation (play) must be “productive” (such as gardening, quilting, canning, etc.) and have never experienced play just to have fun. Give examples of non-productive play.
3. When the group is ready to begin the activity, share the following storyline.

Your group has been asked to come to Dullsville, a small town north of Plainville, where all the children and adults have lost interest in playing. They have become bored with playing, and some of the adults even think they are too old to play. Only you can help them see the spirit of play!

*Stick Switch*

4. Depending on the size of the group, arrange the participants in a circle, a semi-circle or a line.
5. Demonstrate with a volunteer how to toss (with an arch) and how to catch the tube. Remind the participants to stay relaxed and to keep their arms bent with their hands ready. Also, remind participants to keep their eyes on the tube at all times. Practice a few tosses and catches with your volunteer.
6. The therapist or activity professional should stand in the center and catch a lateral toss from the participant. The therapist or activity professional will then toss it back to the participant.
7. This continues with all participants, and as skill level increases, participants will tap the floor after their catch to develop a rhythm.
8. If your group is still struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
9. After the activity, move to the “Activity Discussion and Processing” section.



## **Activity Variations**

**1. Two-handed catch.**

If the participants or an individual is having difficulty catching with one hand, have them try using both hands.

**2. Move closer or further away.**

Make the activity easier or more difficult by increasing or decreasing the length of the toss.

**3. Increase the challenge.**

Have the participants catch and release the tube with one hand while catching the next toss with the other hand. Time the group and have them “beat” their own record.

**4. Have the participants stand.**

This works well in a line because the “center” person can “walk the line,” moving as close or as far away for individual participants.

*(Activity Variations continue on the next page.)*

*Stick Switch*

**5. Add music.**

Upbeat music can be added to create rhythm or can be used as a warm-down after the activity.

**6. Line up the participants.**

This activity works well in a line because the therapist or activity professional can walk up and down the line, moving as close or as far away from individual participants.

**7. Time the group.**

See if the group can improve their time passing the tube up and back down the line.

## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

**Suggested questions for processing:**

- How did you feel when you heard we were going to “play?”
- What did you learn about yourself?
- How does working on strength and flexibility help you as you age?
- Have you ever felt guilty for playing or putting others' needs first?
- Can exercise be fun?
- Does all your recreation have to be productive?
- What stage of life has been the most fun for you?
- What are the best things about your age now?
- Have you enjoyed looking at your life through play?

*Stick Switch*

### **Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“We are never more fully alive, more completely ourselves, or more deeply engrossed in anything than when we are playing.” - Charles Schaefer**

### **Activity Notes**

## ACTIVITY

### 2

## TIME MACHINE



### Objectives

- Identify childhood play interests and memories
- Identify current recreational interests
- Identify future recreational goals
- Process recreational patterns throughout life
- Process the value of recreation in life

### Preparation

**Time:** 15 minutes

**Materials:**

- 1 Toobeez set
- chairs (one per participant)
- 3 chairs for the Time Machine
- chart paper with marker

**Setup:**

1. Build two squares from the 36" Toobeez and one square from the 24" Toobeez (as pictured above).
2. Place one chair inside each square.
3. Place the additional chairs in a circle around the squares for the observing participants.

### Challenge

Participants will share their past, current and future recreational interests and explore the value that recreation has had in their lives.

### Activity Focus

Leisure Education

### Activity Plan

**Group Size:** Small group or individual

**Time:** 45 minutes

**Space:** Medium

*Time Machine*

**Safety Reminders**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Remind participants of the risk of falling when stepping over the Toobeez on the floor. Physically assist participants when necessary
- The “Time Machine” Toobeez and chair can easily be removed to make the area accessible for people who use wheelchairs or walkers
- Apply the “no discount” rule; all suggestions in the group are valued and are not put down, reduced or “discounted” in any way, as all group members’ comments are valued

***Helpful Hints!***

- Verbal prompts may be necessary to get participants started. This is a good leisure-education activity for leisure awareness or reminiscing. Older participants, even those with lower cognitive functioning, usually enjoy sharing childhood play memories

**Activity Instructions**

1. Have the participants sit in the chairs around the squares. Orient the participants to each other and open with a brief discussion of what constitutes “recreation.”
2. When the group is ready to begin the activity, share the following storyline:

To determine if recreation is important in life, Dr. Ima Playful has invented a Time Machine to explore peoples’ past, present, and future recreational interests. You have been chosen to go into the Time Machine and share memories of play from childhood, your current recreational interests, and goals you have for the future. Let us go back in time, starting when you were young.



*Time Machine*

3. Read the Activity Challenge Box below to the group.

**Activity Challenge:** Participants will share their past, current and future recreational interests and explore the value that recreation has had in their lives.

4. Explain to the participants that the last chair (furthest back) represents the past, the middle chair represents the present, and the first chair represents the future. In the “past” chair, the participant should state his or her recreational interests from the past. Participants will then repeat this step for the “present” and “future” chairs.
5. Remind participants that only the person seated in the Time Machine shares, while the observing participants around the Time Machine listen. The observing participants may ask questions of the person in the Time Machine.
6. The therapist or activity professional may go first to model how to work through the Time Machine.
7. Each participant will then take a turn in the Time Machine to share their past, present and future recreational interests.
8. The therapist or activity professional may need to prompt the participants:
  - What are some of your earliest childhood memories?
  - What did you play during the summertime?
  - Can you remember a favorite birthday party?
9. The therapist can record each participant’s response on the chart paper to compose a group list of fun recreational memories and activities.
10. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided on the next page.
11. After the activity, move to the “Activity Discussion and Processing” section.

## **Activity Variations**

### **1. Share other topics.**

Other topics could be explored such as past accomplishments, achieved goals or favorite family memories.

### **2. Create one box.**

If you have participants with limited mobility, one box can be built. The participant can recall their past, present and future while remaining safely seated in this box.

### **3. Play charades with the Toobeez.**

Rather than talking, have the participants act out their favorite activities using the Toobeez. The observing participants outside of the Time Machine can guess the participant's favorite past, present and future activities. The observing participants can also make objects out of the Toobeez to prompt more responses.



## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

### **Base questions for processing:**

- How did you feel when you first learned of the Time Machine?
- What did you learn about yourself?
- Has recreation had value or importance in your life?
- Does all your recreation have to be productive?
- What stage of life was the most fun for you?
- What are the best things about your age now?
- Have you enjoyed looking at your life through play?

*Time Machine*

### **Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“Keeping in touch with childhood memories keeps us believing in life’s simplest pleasures like a rainy afternoon, a swing set, and a giant puddle to play in.” - Chris Ogden**

### **Activity Notes**

See page 6 for available training options!
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## ACTIVITY

3

# BENEFITS & BARRIERS



### Objectives

- Develop leisure awareness
- Develop self-awareness
- Identify the benefits of activities
- Identify the barriers that prevent participation
- Identify ways to overcome barriers
- Promote problem-solving skills
- Work cooperatively as a team

### Preparation

**Time:** 15 minutes

**Materials:**

1 Toobeez set  
twine  
30 - 50 index cards  
masking tape  
eight small pieces of paper  
markers

**Setup:** See the following page for detailed setup directions.

### Activity Focus

Leisure Education

### Activity Plan

**Group Size:** Small group

**Time:** 45 minutes

**Space:** Small

### Challenge

Participants will identify benefits and barriers to leisure, as well as offer ways to overcome potential barriers.

*Benefits and Barriers*

**Activity Setup**

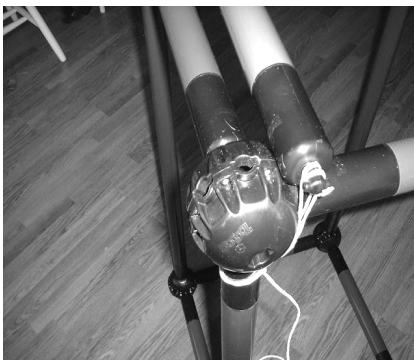
**Card Setup**

(This setup can be done in advance or as part of the activity with your group)

1. Take 30 to 50 index cards and write one activity on each of the cards (for example, quilting, gardening, swimming, etc.).

**Benefits and Barrier Wheel Setup**

1. Build a square using the 11” tubes and four spheres. Place this on the ground.
2. Attach one 36” tube to each sphere so these tubes point vertically.
3. Connect one sphere to each open end of the 36” tubes, and then connect these with additional 11” tubes to form the three-dimensional base.
4. To create the fan, take one sphere and attach eight 16” tubes.
5. To attach the fan to the base, attach one 24” tube perpendicularly to the center sphere of the fan. Then place this 24” tube on the top right of the base and attach securely with twine (as pictured below).



6. Using eight small pieces of paper, write the word “Barrier” on half of the pieces and “Benefit” on the other half.
7. Attach these pieces of paper with masking tape to every other 11” “blade” of the fan, alternating labels on each tube.

*Benefits and Barriers*

**Safety Reminders**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Apply the “no discount” rule; all suggestions in the group are valued and are not put down, reduced or “discounted” in any way, as all group members’ comments are important

**Helpful Hints!**

- This activity can be used with a group with diverse functioning levels as all can participate with prompts

**Activity Instructions**

1. Circle up the group. Open with a brief discussion on the benefits of recreation (improving health, being social). Discuss potential barriers that prevent people from participating and ways to adapt to the barriers.
2. Now, read the following Activity Challenge Box to the group.

**Activity Challenge:** Participants will identify benefits and barriers to leisure, as well offer ways to overcome potential barriers.

3. When the group is ready to begin the activity, share the following guidelines for the game.

**“Benefits and Barriers”**

You are on a game show called “Benefits and Barriers!” To play, draw an activity card. Next, spin the Benefits and Barriers Wheel. Depending on where your spin falls, you must give three examples of either benefits or barriers (as well as ways to overcome the barriers) to the activity on your activity card.

*Benefits and Barriers*

4. Explain to participants how to spin the wheel. The tube that stops in alignment with the front vertical support bar of the base is the tube that will indicate whether the team names a benefit or barrier.
5. Have a player draw an activity card. Next, they will spin the wheel. Whichever it lands on (Benefits or Barriers), the participants must give three examples. Below are some examples of play:

**Example One:** Alan draws an activity card for “walking.” He spins and the wheel lands on “Benefits.” Alan answers that “Walking reduces stress, increases health, and gets people outside are three benefits to walking.”

**Example Two:** Sarah draws an activity card for “walking.” She spins and the wheel lands on “Barriers.” Sarah answers that “Poor balance, cold weather, and poor coordination may inhibit someone from walking.” Then the participants should name ways to overcome these barriers. They might respond, “Sitting and marching in place while inside overcomes these barriers.”

6. Allow the participants to play for the time allotted for the activity.
7. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided on the next page.
8. After the activity, move to the “Activity Discussion and Processing” section.
9. Below are some additional examples:

**Activity**  
Playing cards  
**Benefit**  
Mind stays sharp  
**Barrier**  
Poor sight  
**Overcome**  
Large print cards

**Activity**  
Gardening  
**Benefit**  
Accomplishment  
**Barrier**  
Can't bend to ground  
**Overcome**  
Put pots on tables

**Activity**  
Cooking  
**Benefit**  
Entertain friends  
**Barrier**  
No stove  
**Overcome**  
Microwave

*Benefits and Barriers*

**Activity Variations**

**1. Use trivia questions.**

Mark the “fans” with point values and spin to answer trivia questions.

**2. Sensory stimulation.**

Cognitively-impaired adults who have difficulty relating and responding to the environment may respond to the “wind” created by the spin.

**3. Add to other activities.**

If using an activity such as Pictionary, use the wheel to spin for points before the word is drawn. It adds another element to the game.

**4. Adaptation for lower-functioning participants.**

Have participants spin the wheel and name one positive recreational activity.

**Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone’s feelings are important!

**Suggested questions for processing:**

- How did you feel when you heard we were going to “play” on a game show?
- What did you learn today?
- Why is it important to know the benefits of activities?
- How does it feel when barriers prevent us from doing activities we want to do?
- Was this activity challenging?
- Why is it important to think about leisure?
- Do you value leisure in your life?



*Benefits and Barriers*

**Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“The change of one simple behavior can affect other behaviors and thus change many things.” – Jean Baer**

**Activity Notes**

See page 6 for available training options!
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## ACTIVITY

4

## BEEZ FIT



### Objectives

- Increase physical activity levels
- Provide opportunities for experiencing enjoyment
- Gain an understanding of the benefits of physical activities
- Increase strength, endurance and coordination

### Preparation

**Time:** 1 minute

**Materials:**

1 Toobeez set

**Setup:**

1. Provide each participant with either a 24" or 36" Toobeez.

### Activity Focus

Physical

#### Activity Plan

**Group Size:** Small to large group

**Time:** 30 minutes

**Space:** Medium

### Challenge

Participants will experience a fitness program that is both beneficial and fun.

## **Safety Reminders**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Make sure there is plenty of room between participants so they do not swing and hit one another with a Toobeez tube
- Remind participants to go at their own pace

## ***Helpful Hints!***

- Music from the participant's era can be added for a more pleasurable experience

See page 6 for available training options!

## **Activity Instructions**

1. Circle up the group. Orient the participants to each other and open with a brief discussion on the benefits of maintaining physical activity as we age.
2. When the group is ready to begin the activity, share the following storyline.

There is a rumor going around that seniors are incapable of participating in any kind of a physical workout program. It is also being said that seniors can not have fun and do not benefit from being active. Your group must dispel this myth. Are you up to it?

3. Read the Activity Challenge Box to the group.

**Activity Challenge:** Participants will experience a fitness program that is both beneficial and fun.

### *Beez Fit*

4. Have participants stand or sit in rows with the therapist or activity professional in the front of the room with his/her back to the participants.
5. Before beginning the Beez Fit workout, have participants warm up with the following exercises. Have the participants complete ten head rolls and ten shoulder shrugs. Conduct additional stretches as you see necessary.
6. Provide each participant with a Toobeez tube. The therapist or activity professional should also have a tube.
7. You can develop your own routine, but a workout might include some of the following exercises. Have participants repeat each selected exercise six times.

#### **Overhead workout:**

- Have the participants hold the Toobeez tube over their heads with their hands wide apart on the tube. Then, have the participants extend the tube behind their backs and then move the tube forward again

#### Other variations:

- Hold hands together on the tube
- Hold hands apart on the tube and lean to both the left and right sides
- Hold hands apart and twist to the left and to the right

#### **Arms workout:**

- Have the participants hold the Toobeez tube in front of them with their arms straight out. Then have the participants roll the Toobeez in their hands forward and then backward
- Have the participants hold the Toobeez tube in front of them with their arms straight out. While still holding the tube out with extended arms, have the participants raise their arms over their heads and then bend down to their feet
- Have the participants hold the Toobeez tube with their arms straight down. Then have the participants pull the tube up in front of them like a barbell curl
- Have the participants stand with their arms straight out and their palms facing up. Have the participants place the Toobeez tube in their open palms and hold this pose for ten seconds

#### **Lower body workout:**

- Have the participants extend the Toobeez tube straight out in front of them and raise one leg to touch the Toobeez. Have the

### *Beez Fit*

participants hold this pose for five seconds. Complete two sets of six for each leg. **Therapist Note:** Participants may need to hold on to the back of a chair for balance

- While standing, have the participants place the Toobeez tube behind their knee. Have the participants raise their leg while holding the Toobeez in place as if marching. Hold the Toobeez in place for the count of ten, and complete two sets of six for each leg
  - While sitting in chairs, have the participants extend both their legs. Place the Toobeez on top of their ankles. Have the participants hold this position for 20 seconds. Complete two sets of six
8. Movements are endless. Toobeez can be incorporated into an existing exercise program or can be added as a new program, “Beez Fit,” which focuses on flexibility and endurance. A faster pace with livelier music may make this one of your most popular programs.
  9. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
  10. After the activity, move to the “Activity Discussion and Processing” section.

## **Activity Variations**

### **1. Use the shorter Toobeez.**

Develop routines working with the shorter Toobeez in pairs. In doing so, you are able to accommodate a much larger group.

### **2. Develop a chair exercise program.**

Have the participants complete the same exercises, but have them seated in a chair. Participants could also hold the back of the chair for safety.

### **3. Develop a rhythm routine.**

Work out to a song. Tap the Toobeez on the floor or hit each others’ Toobeez to develop a rhythm performance.

### **4. Attach a Theraband to Toobeez.**

Tie a Theraband to the middle of the Toobeez and make a loop in the other end and wrap it around the shoe (as pictured at right). Do arm curls with the Toobeez.



## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important.

### **Suggested questions for processing:**

- How did you feel when you heard we were going to exercise?
- What did you learn about yourself?
- How does working on strength and flexibility help you?
- Can exercise be fun?
- What are the benefits of staying active?
- Is it ever too late to start a fitness program?
- What are some goals you might try to increase your activity level?

*Beez Fit*

### **Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“Believe in your limitations and sure enough they are yours.” - Richard Bach**

### **Activity Notes**

## ACTIVITY

5

# BEAN BAG BEEZ



### Objectives

- Increase mobility
- Stimulate cognitive functioning
- Improve range of motion
- Improve attention span
- Reduce confusion and disorientation
- Improve memory
- Increase affiliation with others

### Preparation

**Time:** 20 minutes

**Materials:**

- 1 Toobeez set
- bean bags
- laminated shapes with positive and negative point values

**Setup:**

1. Build connecting squares and rectangles on the floor. Place laminated numbers on the floor in the shapes (see pictures above and on the next page).

### Activity Focus

Physical and Cognitive

### Activity Plan

**Group Size:** Small group to individual

**Time:** 30 minutes

**Space:** Medium

### Challenge

While working cooperatively, a team will toss bean bags to acquire 300 points.



*Bean Bag Beez*

**Safety Reminders**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

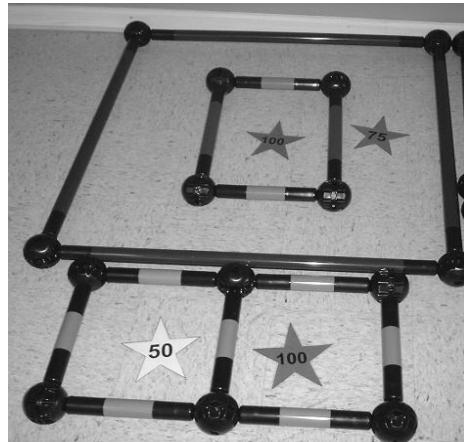
- Apply the “no discount” rule; all suggestions in the group are valued and are not put down, reduced or “discounted” in any way, as all group members’ comments are valued
- Remind participants not to step on the Toobeez during play

***Helpful Hints!***

- This activity can be done with participants standing or sitting in chairs
- If working with patients who are disoriented or confused, do not keep score

**Activity Instructions**

1. Circle up the group. Orient the participants to each other and open with a brief discussion about the importance of needing other people in our lives to help meet our goals. Have participants give examples of how they currently help each other.
2. When they are ready, introduce the storyline:



Your group has been challenged to set a score for Bean Bag Beez Toss.  
After your first round, attempt to beat your own record. Any team thereafter will be attempting to beat your record. You must work together as a team to achieve this task. Good luck!

*Bean Bag Beez*

3. Now read the Activity Challenge Box to the group.

**Activity Challenge:** While working cooperatively, a team will toss bean bags to acquire 300 points.

4. The team must work together to score 300 points. Participants should take turns tossing the bean bags to score points.
5. Groups must add and subtract the numbers as they toss and keep their score.
6. Designating a time limit or limiting the number of tosses increases this activity's challenge.
7. Once a team achieves a score of 300, other teams (perhaps other groups in the facility) can attempt to beat the "Local Facility Record."
8. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
9. After the activity, move to the "Activity Discussion and Processing" section.



## **Activity Variations**

- 1. Play as two teams.**

Have the teams compete for the highest score.

- 2. Play outside and use Frisbees instead of bean bags.**

Make the Toobeez shapes larger or make separate shapes. Then spread them out so participants can toss the Frisbees into the spaces.

- 3. Do not use negative numbers.**

If subtracting is too challenging, just use positive numbers and add them.

- 4. When a team sets a record.**

Take the group's picture and place it on your bulletin board.

- 5. Get your staff involved.**

This would be a fun activity to have staff play against the residents to create a playful environment.

- 6. Intergenerational program.**

This is a great activity for interacting with the grandchildren.

*Bean Bag Beez*

## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

### **Suggested questions for processing:**

- How do you feel when you need help from others?
- How do you feel when someone asks for your help?
- Is it harder to give or receive help?
- When have there been times you were part of a team?
- Was any part of the activity frustrating (such as losing points)?
- When was the last time you worked toward a common goal?
- How does it feel to hold the record? How does it feel to not reach your goal?

See page 6 for available training options!
---

*Bean Bag Beez*

### **Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“Finding good players is easy. Getting them to play as a team is another story.” - Casey Stengel**

### **Activity Notes**

## ACTIVITY

### 6

# THE TUNNEL



### Objectives

- Improve fine-motor skills
- Stimulate cognitive functioning
- Promote problem-solving skills
- Provide connectedness within a group
- Increase affiliation with others
- Increase verbal interaction
- Improve sitting and/or standing balance

### Preparation

**Time:** 5 minutes

**Materials:**

- 1 or more Toobeez set(s)
- 6' or 8' tables
- chairs (optional)

**Setup:**

1. Set up tables and chairs for participants' use.
2. Have the Toobeez ready.

### Activity Focus

Psychosocial

### Activity Plan

**Group Size:** 4 to 8

**Time:** 30 - 60 minutes

**Space:** Medium

### Challenge

The group must construct a tunnel made from Toobeez.

*The Tunnel*

**Safety Reminders!**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- This is an activity that can promote standing or sitting balance
- Apply the “no discount” rule; all suggestions in the group are counted and are not put down, reduced or “discounted” in any way, as all group members’ comments are valued
- Remind participants to be mindful of their neighbors when swinging Toobeez into place so they do not hit each other in the head

***Helpful Hints!***

- This is also a great challenge for group interaction or for the participant that is looking for something new
- The number of tables will determine how long the tunnel can be

**Activity Instructions**

1. Arrange the participants so half are on each side of the table(s).
2. Orient the participants to each other and open with a brief discussion about the importance of needing other people in our lives to help meet our goals. Have participants give examples of how they currently help each other.
3. When they are ready, introduce the storyline:

Your group is on a trip to Rocky Caverns, a popular vacation resort when a rockslide occurs blocking the opening to the outside. Help is on the way, but the rescue team is not sure where you are located. If you could build a small tunnel out of the materials you have, you could yell to the outside so the rescue team could find you. You are in close quarters, and you do not have much time! When completed, yell, “We did it!” so the rescue workers will know where to find you!

*The Tunnel*

4. Read the Activity Challenge Box to the group.

**Activity Challenge:** The group must construct a tunnel made from Toobeez.

5. Allow participants to plan and problem solve together while constructing their tunnel. Participants can build any tunnel structure that solves their problem. They do not have to build the exact structure in the pictures.
6. Hand-over-hand intervention may be necessary for some participants. Assist participants who may have difficulty with handling the Toobeez.
7. Encourage the group with verbal suggestions (if necessary) to keep the group engaged.
8. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
9. After the activity, move to the “Activity Discussion and Processing” section.



## **Activity Variations**

- 1. Solve the challenge without communication.**

If this seems too easy, try having the group attempt their tunnel construction without verbal and/or written communication.

- 2. Have participants use one hand each.**

This really demands teamwork and teaches humility. This variation is challenging, but perfect, when working with someone who may have lost the use of an arm or hand, making it an even playing surface.

- 3. Have one person give directions.**

Have the group select a leader to give directions to the team to construct the tunnel. The leader is the only group member who can speak.

*(Activity Variations continue on the next page.)*

*The Tunnel*

**4. Blindfold the group.**

For a real challenge, blindfold the group while they attempt the activity.

**5. Compete with teams.**

Divide a set of Toobeez in half and have the two teams compete.

**6. Limit the Toobeez.**

Provide only certain Toobeez pieces to the participants.

**7. Build big!**

Use the larger Toobeez from two sets of Toobeez to build a tunnel large enough for the group to travel through and “escape.” **Safety Note:** Be sure the tunnel is secure if people are going to travel through it. To be safe, have therapists or able participants hold the tunnel to brace it.

**8. Have a time limit.**

Determine the number of Toobeez and have a time limit within which participants must work.

## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone’s feelings are important!

**Suggested questions for processing:**

- How did you feel when you heard what you were going to do?
- How did it feel to be part of a group trying to reach a goal?
- What was the hardest part of the challenge?
- When have there been other times you were part of a team?
- Did you need help at times from others?
- Did anyone in the group say anything that made you keep working?
- How does it feel to reach (or not reach) the goal?

See page 6 for available training options!
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*The Tunnel*

**Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“A group becomes a team when all members are sure enough to praise the skill of the others.” - Anonymous**

**Activity Notes**

## ACTIVITY

7

# TOOBEEZ CLUB

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### Objectives

- Provide an opportunity for self expression
- Promote cognitive functioning
- Acquire new leisure skills
- Provide an opportunity for self-directed leisure activity
- Promote problem solving
- Gain recognition from others in the community
- Provide connectedness with a community

### Preparation

**Time:** 1 minute

**Materials:**

1 Toobeez set

**Setup:** Have the Toobeez ready.

### Activity Focus

Psychosocial

### Activity Plan

**Group Size:** Small group or individual

**Time:** 30 minutes

**Space:** Medium

### Challenge

Participants will become a member of the Toobeez Club by creating a piece of artwork from a set of Toobeez.

## **Safety Reminders**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Do not allow participants to stand on chairs or tables
- All artwork must support itself and may only be made from Toobeez

### ***Helpful Hints!***

- This is a great activity for a retirement or an active senior facility
- Have club members name their artwork and display it in the lobby or other prominent location
- Take a picture with the artists and begin a scrapbook of all masterpieces or showcase them on a bulletin board

## **Activity Instructions**

1. Circle up the group. Orient the participants to each other and open with a brief discussion about the excuse we use that we do not have time to play. Remind the participants that we never get too old to play, but become old because we stop playing. Have participants give examples of how they avoid activities because they do not have time.
2. When the group is ready, introduce the following storyline:

So often throughout our lives we never make time to play or participate in recreation, but here is your chance. You are an artist with unlimited talents and imagination. Go and build and express yourself, but most of all, have fun!

3. Read the Activity Challenge Box to the group.

**Activity Challenge:** Participants will become a member of the Toobeez Club by creating a piece of artwork from a set of Toobeez.

### *Toobeez Club*

4. Praise all efforts to engage in the activity, regardless of the structure's simplicity.
5. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
6. After the activity, move to the "Activity Discussion and Processing" section.



See page 6 for available training options!

## **Activity Variations**

### **1. To enhance the challenge.**

Have the individuals examine the Toobeez set before starting. Inform participants that all 52 pieces must be used.

### **2. Have an "art show."**

As a special event, hold an art show. Take pictures of each artist and their artwork, and have each picture enlarged and laminated at your local copy store. It is inexpensive, and the artists love to show off their work.

### **3. Intergenerational activity.**

Have the Toobeez available when grandchildren visit so the family can enjoy building an art piece together. This is a great activity for Grandparent's Day in September.

### **4. Express their artwork with words.**

Artists could write a short paragraph explaining what inspired them to create their artwork. Artists could also include if they have ever expressed themselves through art in the past and why they liked this opportunity for self-expression.

## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

### **Suggested questions for processing:**

- How did you feel when you heard what you were going to do?
- Who felt they had to be creative to do this?
- What was the hardest part of creating your art?
- Why is it hard for us to be creative?
- How does it feel to have finished a project?
- Did you ever feel like giving up?
- Did anyone in the group say anything that made you keep working?
- Do you regret the last hour that you spent socializing with your friends?
- Would you be willing to find the time to do more activities in the future?

*Toobeez Club*

### **Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“Don’t say you don’t have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michael Angelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.” - H. Jackson Brown**

### **Activity Notes**

## ACTIVITY

8

## WHATZIT



### Outcomes

- Promote cognitive functioning
- Promote problem-solving skills
- Work cooperatively with others
- Promote memory skills
- Promote communication skills
- Improve fine-motor skills

### Preparation

**Time:** 5 minutes

**Materials:**

1 Toobeez set  
table space  
chairs

**Setup:**

1. Set up the table or other work space and surround with chairs.
2. Have the Toobeez ready.

See page 6 for available training options!

### Activity Focus

Cognitive

### Activity Plan

**Group Size:** Small group or individual

**Time:** 30 minutes

**Space:** Medium

### Challenge

Participants will build two triangles, two rectangles, and two squares and link them together.

*Whatzit*

## **Safety Reminder**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Apply the “no discount” rule; all suggestions in the group are valued and are not put down, reduced or “discounted” in any way, as all group members’ comments are important
- Be mindful of where your neighbor is sitting

## ***Helpful Hints!***

- The shapes do not have to be identical sizes

## **Activity Instructions**

1. Seat the participants around the table or workspace. Orient the participants to each other and open with a brief discussion on facing difficult challenges.
2. When the participants are ready, read the following storyline:

Your group is on a cruise in the Panama Canal, and the ship engine has just blown a “whatzit.” It happens to look like a triangle, a rectangle and a square, made from Toobeez. The whole cruise ship is depending on you! Help build two of each of these parts and link them together in order to repair the engine so everyone can continue the trip. It is up to you to save the cruise!

3. Read the Activity Challenge Box to the group.

**Activity Challenge:** Participants will build two triangles, two rectangles, and two squares and link them together.



### *Whatzit*

4. Provide easy access to the Toobeez for the group.
5. The participants should now problem solve to build a triangle, a square and a rectangle from the Toobeez available to them. **Therapist Note:** You may want to only provide the pieces they will need.
6. Encourage the group with verbal prompts (if necessary) to get the group started.
7. As participants assemble these shapes, instruct them to link the shapes together like a chain.
8. Hand-over-hand intervention may be necessary from the therapist or activity professional, depending on the ability level of the group.
9. Praise the group often, and assist the participants when needed.
10. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
11. After the activity, move to the “Activity Discussion and Processing” section.



### **Activity Variations**

**1. Allow no verbal or written communication.**

To make it a bit more challenging, do not allow team members to talk or use any written communication during the activity.

**2. One communicator.**

Have one participant tell the group how to build the “Whatzits.”

**3. Build only one set.**

To make the activity less difficult, build only one set of “Whatzits.”

**4. Make only squares.**

Depending on the ability level of the group or individual, a “Whatzit” can be built by squares only.

*Whatzit*

## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

### **Suggested questions for processing:**

- How did you feel when you heard about the task?
- What did you learn about yourself?
- What was difficult about the task?
- Was it hard to ask for help if you needed it?
- Did you want to give up?
- Did someone say something to help you today?
- How does this activity relate to your life?

*Whatzit*

## **Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“Alone we can do so little; together we can do so much.” - Helen Keller**

## **Activity Notes**

## ACTIVITY

9

# THE MATCH GAME

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### Objectives

- Stimulate cognitive functioning
- Improve motor skills
- Work cooperatively with others
- Increase social interaction
- Promote non-verbal communication skills

### Preparation

**Time:** 5 minutes

**Materials:**

- 1 Toobeez set
- chairs (one per participant)

**Setup:**

1. Set up chairs for each participant. Set up the chairs so pairs can face one another.
2. Have all the 11" and 16" Toobeez tubes ready.

### Activity Focus

Cognitive

### Activity Plan

**Group Size:** 8 - 10

**Time:** 10 - 15 minutes

**Space:** Small

### Challenge

Participants will match Toobeez tube by color through non-verbal communication.

*The Match Game*

**Safety Reminders**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Make sure there is room behind each chair for participants to swing their arms backward to switch hands

**Helpful Hints!**

- This can also be used as a fun ice-breaker or warm-up activity

**Activity Instructions**

1. Begin the group in pairs seated and facing each other. Using the 11” and 16” Toobeez tubes, provide two tubes to each participant. Each participant’s tubes should match in color to their partner (but sizes do not have to match). The participants should hold one tube in each hand behind their backs.
2. When the pairs are ready, read the following storyline:

You have been chosen to represent (your facility) in the Toobeez Match Game Competition. All you have to do is try to match the color of your Toobeez with your partner when they draw it from behind their backs!

3. Read the Activity Challenge Box to the group.

**Activity Challenge:** Participants will match Toobeez tubes by color through non-verbal communication.

### *The Match Game*

4. Remind participants that they will be using non-verbal communication to match their tube to their partner's tube.
5. The therapist or activity professional will count aloud, "One, two, three!" On the count of three, the participants should bring one hand forward to see if the color tube they have brought forward matches the color their partner has brought forward.
6. Repeat this again several times. Partners should communicate with one another non-verbally to develop a rhythm for matching the Toobeez.
7. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
8. After the activity, move to the "Activity Discussion and Processing" section.



### **Activity Variations**

#### **1. Break the pairs into teams.**

Count the matches and keep score for the teams.

#### **2. Have the teams choose a color.**

Instead of working in pairs, have the whole group work together to display one color at the same time.

*The Match Game*

**Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

**Suggested questions for processing:**

- How did you feel when you heard the instructions?
- Did you get into a rhythm with your partner?
- When are there other times we communicate without talking?
- Are there people in your life now with which you have trouble communicating?
- Do you ever feel that you are not being heard?
- Did you have fun?

See page 6 for available training options!
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*The Match Game*

**Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“In soloing – as in other activities – it is far easier to start something than it is to finish it.” - Amelia Earhart**

**Activity Notes**



## ACTIVITY

10

# MURAL TO MUSIC



### Objectives

- Opportunity for self-expression
- Provide an opportunity for social interaction
- Promote the pursuit of a meaningful activity
- Explore the influence music has on art expression
- Promote feelings of self worth

### Preparation

**Time:** 15 minutes

**Materials:**

- 1 Toobeez set
- craft paper and tape
- paints
- CD player and music

**Setup:** See the following page for detailed setup directions.

### Activity Focus

Leisure Education

### Activity Plan

**Group Size:** Small group or individual

**Time:** 45 minutes

**Space:** Medium

### Challenge

Participants will paint a mural so as to express themselves through art and music.

*Mural to Music*

**Activity Setup**

1. Start by constructing the base of the mural stand. Using spheres, two 36" and two 16" tubes, build the rectangular base.
2. Then, on the right side of the rectangle, add three more 16" tubes with two spheres to create the square part of the base as seen in the picture.
3. From each of the six spheres, extend one 36" tube vertically.
4. Attach one sphere to each of the ends of these vertical 36" tubes.
5. Working perpendicularly from the base's 36" tubes, connect the spheres at the tops of the 36" tubes with three more 16" tubes.
6. Now, working parallel to the base's 36" tubes, connect the spheres as pictured. (You will have to connect one 11" and one 24" tube with a sphere to parallel each of the 36" tubes of the rectangular part of the base.)
7. Then vertically attach one 24" tube to the front far left and front far right sphere.
8. Finally, wrap these two vertical 24" tubes with craft paper as shown.



## **Safety Reminder**

Appropriate caution is important to conduct activities in a safe manner. Be sure to review these reminders prior to beginning the activity, and share reminders with the group if necessary.

- Place tables with paint behind the participants
- Be mindful if you combine participants who use wheelchairs and participants who do not
- For easy clean up, tape paper to the floor to catch any paint droplets

## ***Helpful Hints!***

- If participants are intimidated by thinking they must know how to draw, explain the concept of “abstract art” as an option
- Use relaxing music while painting and explore different kinds of music
- After the craft paper is taped on, individual sheets can be cut and taped to the original paper for individual pictures

## **Activity Instructions**

1. Circle up the group. Orient the participants to each other and open with a brief discussion of abstract art. Go on to discuss that the purpose of the activity is the “process, not the product.”
2. When the group is ready to begin the activity, share the following storyline:

The National Association of Self-Expressive Arts has commissioned your group to paint a mural to be displayed at their annual awards banquet. Listen to the music and let yourself “feel” the art in you as you begin to paint. This is about self-expression, so there are no rules. Just paint with the music. Enjoy!

*Mural to Music*

3. Read the Activity Challenge Box to the group.

**Activity Challenge:** Participants will paint a mural so as to express themselves through art and music.

4. Select calm, relaxing music and allow the participants to paint according to how they feel.
5. If your group is struggling, or if you feel your group would benefit from an additional challenge, present a variation provided below.
6. After the activity, move to the “Activity Discussion and Processing” section.



## **Activity Variations**

- 1. Use different types of music.**

Throughout the group, try jazz, country, easy listening, or golden oldies and see if the mood of the group changes and if it influences the art.

- 2. Participants create their own art.**

Rather than as a group, mark off areas for each person to have their own space to create their own art.

- 3. Paint with a theme.**

Have the group select a theme such as “spring” or “growing older.”

- 4. Family or intergenerational activity.**

Use this activity as an intervention with family members. You can also set it up on Grandparent’s Day in September and have the grandchildren paint their handprints or their names on the mural.

*(Activity Variations continue on the next page.)*

*Mural to Music*

**5. Paint with your eyes closed.**

For a different sensory experience, invite individuals to experience painting with their eyes closed.

**6. Paint with your non-dominant hand or feet.**

Have participants try painting with their non-dominant hand or, if they are really ready for a challenge, lower the paper and have participants paint with their feet!

## **Activity Discussion and Processing**

The effectiveness of the group process will often determine the outcome for the participant. These are only suggested questions to begin the discussion. Select the ones you feel will best benefit your group. Make sure to let everyone share their ideas, and remind participants that everyone's feelings are important!

**Suggested questions for processing:**

- How did you feel when you heard we were going to paint?
- What did you learn about yourself?
- Did the music influence your mood?
- What was the most difficult part of this activity?
- Have there been activities that you have been afraid to do in your life?
- Was being with your friends meaningful?
- What were some of the barriers you faced during your participation?

See page 6 for available training options!
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*Mural to Music*

**Closing the Activity**

Review the challenge of the group and summarize how the challenge was (or was not) achieved. Highlight the main contributions and resolve unfinished issues. Affirm their efforts for support and acceptance of each other's feelings. End with the following quote:

**“So get a few laughs and do the best you can. Don’t have an ideal to work for. That’s like riding towards the mirage of a lake.” - Will Rogers**

**Activity Notes**

## **Important Safety Information**

Visit [www.toobeez.com/safetyinfo.htm](http://www.toobeez.com/safetyinfo.htm) for the latest safety information & product updates.

### **ATTENTION ALL USERS OF THIS PRODUCT:**

- This product has been tested and approved for use with participants 4+ years of age
- Please inform all users of this product of this very important information
- Failure to obey or understand these legal disclaimers could result in bodily injuries
- This product was not designed to be a “climb-on” that you may see in a playground or schoolyard
- Using excessive weight or force on a structure could cause it to break and may void the warranty
- It is highly recommended that all structures be built on a flat and even surface at all times
- Do not use this product as a baseball bat, sword or any type of weapon. Please inform all users of this information
- Do not use this product to harm other people, animals or other personal property
- This product was not designed or manufactured as a “water toy” or as a water-safety flotation device. The tubes on this product will absorb water which will cause it to sink. Use of product in water is at your OWN RISK
- Please use this product in a safe manner to ensure years of fun

### **Product Information**

This product is made of a high quality polypropylene and ABS thermoplastic material. This product also includes an ultra violet (UV) stabilizer to help minimize color fading due to excessive and direct sunlight. It is not recommended to leave this product in direct sunlight over long periods of time.

### Product Care

Outdoor use: It is not recommended to leave this product in direct sunlight over long periods of time. Doing so will shorten the life of the product and possibly cause the plastic to become brittle, in turn causing the plastic to break. If this product is left in direct sunlight for extended periods of time, thermoplastics will absorb the heat. This product could become too hot to handle with bare hands. Please be cautious.

Storage: It is not recommended to store this product in a place where the temperature is not regulated, such as in a car on a hot day for an extended period of time. To avoid injury, try to avoid storing this product in places where heat can build up and be absorbed by the product.

Do not climb: Toobeez were intentionally designed as a "non-climbable" structure/building product. It is primarily used for building framework. That is why the ends on the tubes may come apart if you stand on the product or try to bend the ends forcefully into a sphere. This is a built-in safety feature and is not advertised (it is our patent-pending "company secret").

### First-time Use

When using this product for the first time, it is highly recommended that an adult instruct all users how to properly assemble and disassemble a structure. Start building from the bottom up to complete your structure. When you are ready to disassemble a structure, you must always begin by removing pieces from the top and working your way down to the bottom. Please review the set up and take down instructions for more information.

As an educational tool, it is suggested that teachers, parents or therapy professionals work with and teach the participants who use this product how to build safe structures and other creative forms.

### Assembly

It is very important that every time a tube is inserted into a sphere, the rotating end of the tube should be turned to secure (or semi-lock) the tube to the inside of the sphere. This is accomplished by turning the rotating end of the tube  $\frac{1}{4}$  of the way around (or 90 degrees) in either direction. You should feel the "key" (located on the end of the tube) roll over the speed bumps located inside of the sphere. **Note:** This is not a 100% secure lock, and therefore this



product is marketed as a “do not climb construction/structure product.” If you do not feel the “key” roll over the speed bumps (located inside of the sphere), try using another “key hole” on the sphere until you have achieved success. If you still cannot feel the speed bump “semi lock” into the sphere, please do not use that particular piece. It may still be under warranty or have reached the end of its product lifecycle.

Never attempt to remove the screws from the sphere(s), or the rotating ends from the tubes. This will permanently damage the product and will void the warranty. The ends of the tubes are to be used only at certain angles when in use with the spheres. If you try to force the tubes into a bad angle, this puts unwarranted stress on the sphere and on the tube ends and can cause one of the following actions:

- Pressure on the screws to become loose on the sphere (Screws can be re-tightened with a #10 Torx screwdriver (previous models) or by using a Phillips or flathead screwdriver – be careful not to over-tighten the screws)
- Pressure on the "T," located on the rotating tube ends, may become bent or damaged if excessive weight and pressure is applied. If this occurs when you are attempting to lock a tube into a sphere, you may not feel the "T" rollover the bumps inside of the sphere
- The rotating ends may become separated from the tube. To fix, simply re-insert it into the tube and be careful not to pinch your hand

If any of these actions occur, we will conclude the product was "possibly" being used in an inconsistent manner for which it was designed or manufactured.

**We encourage you to contact the Toobeez™ Project Connect Joint Venture members for more product information or additional services. Additional contact information is available on pages 4-5 of this guide.**

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