



EVA Park Aphasia Groups Intervention Manual



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EVA Park Aphasia Groups:

EVA Park is a virtual island designed for people with aphasia. It can be used by many people at the same time. Each person is represented by an avatar. There are green spaces, functional locations such as a hairdressers and quirky elements, such as a Tardis.

Users access Eva Park from a computer in their home. They talk to each other using a microphone and earphones, or headset.

The project aimed to find out if EVA Park can deliver group support to people with aphasia. We want to:

1. Find out if EVA Park is **suitable** for this type of intervention
2. Find out if EVA Park is **acceptable** to those who give and receive it
3. See if the groups can impact **mood, quality of life** and **communication**
4. See how much it **costs** to run these groups

See www.evapark.co.uk for updates and publications from this research.

How to use the manual:

This manual outlines 14 sessions. It provides topics and activities to be covered each session. However, *how* the activities are delivered may need to be adapted to suit the individual needs of each group.

There is a pack of further reading. It includes articles and chapters that have informed the development of this intervention.

Core principles:

Total communication

The principle of total communication proposes that we use all communication modalities available to us to successfully transfer a message. It assumes equal responsibility between communication partners within the conversation and weaves speech with written key words, gestures, drawings and communication ramps and props e.g. newspapers/maps. All stakeholders in the conversation, with and without aphasia, should use these methods throughout the sessions. Not all modalities are available within a virtual world but written key words, gestures, use of the environment and adjusted verbal expression (chunking, simplified phrases) can and should be used in EVA Park. The groups should ensure each person has their voice heard in each session.

The life participation approach to aphasia (LPPA)

This approach broadens the focus of aphasia therapy to include the consequences of aphasia beyond the language impairment. It looks at supporting people to re-engage with their life in the new situation that aphasia brings. It acknowledges that a highly supportive environment can lessen the



impact of aphasia on one's life regardless of the severity. EVA Park provides a safe environment to practice new things and provides information and activities to explore resilience and optimism. This intervention focusses on personal attitudes and identity as well as communication activities and participation in life situations, and aims to reduce the amount aphasia interferes with life in general.

Identity

It has long been acknowledged that aphasia affects one's sense of self (Shadden 2005). Pound et al (2000) outline three distinct types of identity: Personal identity, social identity and collective identity. **Personal identity** 'concerns the development, establishment and maintenance of a personal sense of self' (P.179). It is an internalised sense of yourself within your biography e.g. 'this kind of thing has never happened to me' versus 'this kind of thing is always happening to me'. **Social identity** refers to you within a social group e.g. your work colleagues, your shared interests/ hobbies. **Collective identity** refers to a sense of group identity where the individual is irrelevant e.g. political party, Arsenal fan, religion, disability lobbying groups.

This intervention includes activities that address all three elements of identity with the aim of supporting people to re-negotiate a sense of self with aphasia. It aims to establish social connectedness and belonging to the social group within EVA Park but also the confidence and opportunities to try new things in the real world.

Positive Psychology

Broadly, medical intervention asks 'what is wrong with you?' and investigates pathology and illness. Positive psychology asks 'what is right with you?' and investigates meaning, life satisfaction and engagement. There is now nearly 20 years of research dedicated to finding the ingredients that enable us to live well. Audrey Holland (2007) harnesses this research to teach optimism and resilience in order to live well with communication disability. She makes two clear statements (p.37): 1) optimism is important for developing and maintaining psychological well-being and 2) optimism and happiness can be increased. We use an adapted positive psychology approach (Three good things in life) in this intervention that has shown changes on the Steen Happiness Index and the Centre for Epidemiological Studies Depression Scale (Seligman et al. 2005). In this intervention there will be the opportunity to think about problems and how to deal with them within a positive framework.

Pre-session staff briefing:

A pre-session briefing should precede each session and include the coordinator and all volunteers. This allows the coordinator to go over the aims and objectives, delegate roles and discuss any issues.

Post session briefing:

A post sessions briefing should follow each session. Paperwork should be completed:

- Attendance record
- Session record sheet
- Coordinators group facilitation checklist

Group treatment techniques:

Specific techniques outlined by Bercher (1994) that support group dynamics and group participation (see reading pack for more detail) are listed here:

Starting	Focusing
Attending	Summarizing
Seeking and giving information	Gatekeeping
Contract negotiation	Confrontation
Rewarding	Modelling
Responding to feelings	Mediating

Logistics:

Group participants: 8

Group coordinator: 1

Group volunteers: 4

Sessions: 14 sessions fortnightly over 6 months (session 1 and session 2 are one week apart)

Length: 1 ½ hours



Aims:

To re-establish a robust **personal**, **social** and **collective** identity where aphasia is integrated into the whole person's life through

- a. Information: **personal** definition of aphasia, aphasia as part of a whole picture
- b. Identity renegotiation: 'help people live with a new situation', identify strengths, learn new skills
- c. **Social** support: increased communication opportunities, increased social connections, increased sense of belonging
- d. **Collective** project: e.g. to create an aphasia awareness video or leaflet

Sessions overview:

- | | |
|-----------------------|------------------------|
| 1. EVA | 8. INTRODUCE A PROJECT |
| 2. YOU | 9. ROLES |
| 3. APHASIA | 10. SPORTS |
| 4. MUSIC | 11. EATING OUT |
| 5. RESILIENCE | 12. ART |
| 6. COMEDY | 13. LITERATURE |
| 7. PERSONAL STRENGTHS | 14. REVIEW and PARTY |

SESSION 1: WELCOME TO EVA PARK APHASIA GROUPS

Outline:

All 8 members:

1. Welcome, overview of groups, social activities and agree group rules

Split into pairs:

2. Island tour

All 8 members:

3. Musical chairs
4. Discussion (each person has turn to speak):
What places make you feel at home and why?
Navigation strengths: what have you mastered?

Aims:

- explore the island.
- gain confidence navigating their avatar by walking and flying, switching on and off voice and standing/sitting.
- share information about themselves with the group.

Activity	Place	Content	Materials	Time
Welcome	Lake loungers	Groups overview: aims and activities Social activities: coffee, cocktails Agree group rules	Boards x2: social activities	
Island tour		Coordinator puts members into pairs; find the mermaid / waterfall / penguins / hens		
Discussion	Lake loungers	What places make you feel at home and why?		
Musical chairs	Lake loungers	To practice sit / stand we will play musical chairs	Coordinator needs music	
Discussion	Lake loungers	Navigation strengths: what have you mastered (3 things)?		

Equipment and resources:

Permanent board with social activities: 11am coffee morning. 5pm cocktails at Tiki bar. Flash mob Friday at the island dance ball

After the group the coordinator can load the Group Rules to the notice board.

Challenge tasks:

Arrange to meet a navigation buddy this week – if you're confident pair up with someone who needs support. With your buddy switch voice on, off and on again



SESSION 2: YOU

Outline:

All 8 members:

1. Introduction to today's session: We will discuss the attributes that makes you an individual and discover what connects us

Split into 2 groups of 4

2. Who am I?
3. Virtual you / real you

All 8 members

4. What has gone well?

Aims:

- explore self-perceptions
- identify personal characteristics not associated with disability
- identify shared interests
- identify what they are learning (what's going well)

Activity	Place	Content	Materials	Time
Welcome	Lake loungers	Overview of sessions and split into two groups of 4		10
Who am I? 2x 4	1.Blue house sitting room 2.Café rooftop	Members list 5 attributes that mark them as individuals: <i>I ... am Ann Marie</i> <i>I ... am independent</i> <i>I ... love red wine</i> <i>I ... have a degree in politics</i>		30
Virtual you / real you 2x 4	1.Picnic benches in square 2.Waterfall	Why did you choose this avatar to represent you? Is it like you? Different? Would you wear this?		30
Discussion 1x 8	Tree house	Three positive things / what's gone well		20

Equipment and resources:

Personal attributes are in participants manual

Challenge tasks:

Connect with someone new. Share your attributes. Meet each other out of the planned session, perhaps at one of the cocktail hours or helpdesk sessions.



SESSION 3: APHASIA

Outline:

All 8 members:

1. Information: the A-FROM model

This model was developed to 'capture what counts' when measuring what made a difference to the experience of living with aphasia. It shows aphasia as just one part of a bigger whole. We use it here to show that in these groups we will focus on more than the language impairment. We will cover: your sense of self with aphasia (the broken mirror metaphor), participating in social groups and influencing the environment, including society.

The broken mirror metaphor: adjusting to aphasia has been described as picking up the pieces of a broken mirror, putting back together fragments of yourself.

Split into 4 groups of 2 PWA:

2. Identify features of aphasia that you experience
3. Identify when you might need to use your definition

All 8 members:

4. Discussion

Aims:

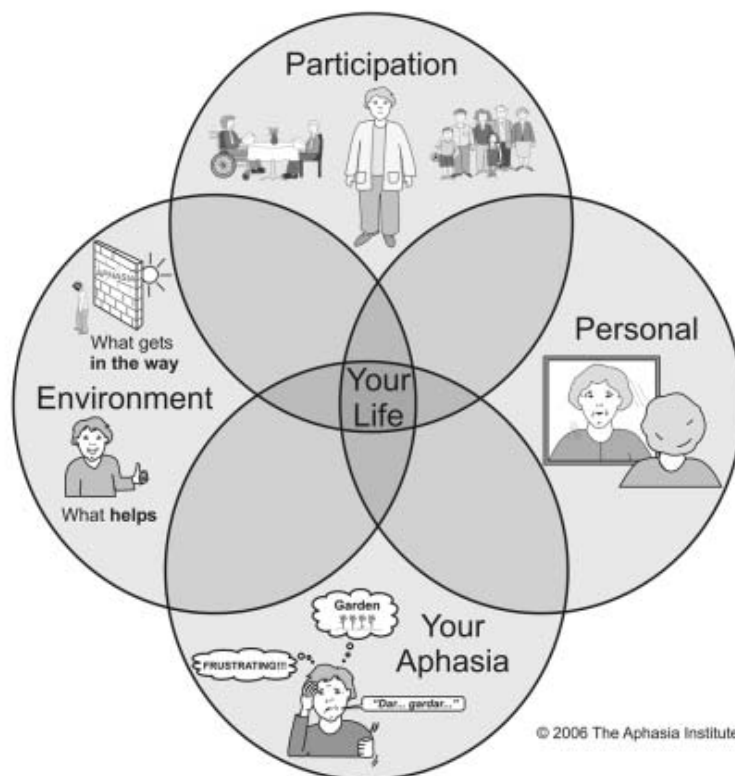
- To explain the scope and aims of this group intervention
- Consolidate a personal definition of aphasia
- Develop a script for explaining your aphasia

Activity	Place	Content	Materials	Time
You in a new situation X8	At board by the bridge	Talk through the model Expectations: this intervention focusses on your sense of self with aphasia, participating in social groups and influencing the environment	Board with model uploaded	30
Personal definition of aphasia 4x2		Everyone experiences aphasia differently. Invisible symptoms and each person different. What's your personal experience of aphasia? What are your communication strengths?	Page in participants manual with experiences of aphasia from which they can pick those that are relevant to themselves Encourage them to identify what their strengths/strategies are	30

How could we use this definition? 4x2	Identify a situation where it would be useful to have an aphasia definition 'script'	15
Discussion X8	Share one personal strength you identified in today's discussion	15

Equipment and resources:

Living with Aphasia: Framework for Outcome Measurement (A-FROM) is on the board by bridge



Appendix A: Features of aphasia

Challenge tasks:

Practice describing your aphasia with people close to you

Role play using your personal definition with someone you don't know well

Note: Up till now the challenge tasks have practiced something from the groups just completed. From now on the tasks prepare the members for the upcoming group.

Find a piece of music you like to share with the group for next session

SESSION 4: MUSIC

Outline:

All 8 members:

1. Introduction to today's session: We will discuss different types of music, what you like/dislike, how music makes you feel, positive aspects of music (bringing people together, raising mood)

Split into 2 groups of 4:

2. In the groups, each person will play their clip of music
 - a) See if the other members of the group can identify the music; the person can then reveal what the music is (this is not essential)
 - b) The person says why they like this music, how it makes them feel, and any associations they have with it, such as a happy memory
 - c) The rest of the group give their views and feelings about the music; when would you play/not play this music?

Rotate round the group

All 8 members:

3. Feedback from the groups, what went well, shared likes and dislikes vs differences of opinion
4. Positive aspects of music: everyone try to think of one way in which music adds to/supports their life

Prepare for challenge task.

Aims:

- enable self-expression
- identify common and divergent opinions
- identify sources of support and well-being

Activity	Place	Content	Materials	Time
Introduction	The band on the Tiki island	Overview of session		15
Sharing music 2x 4	1. Band stand 2. Treehouse	Members play their music clip <i>What is it?</i> <i>Why I like this/how does it make me feel?</i> <i>Feelings of the rest of the group</i>	Music clips brought by individuals	45
Reconvene 1x 8	Tree house	What's gone well Shared likes and dislikes Differences of opinion How does music help?		30



Equipment and resources:

Music clips (volunteers to bring 2 clips each in case group members forget)

Challenge tasks:

Share an experience of taking risks – how did it make you feel?

Share a risk you would like to take – something you would like to do

Remember these challenge tasks are in preparation for the upcoming session

SESSION 5

RESILIENCE

Outline:

All 8 members

1. Introduce the concept of resilience, what it means, and the idea that it can be developed

Split into 2 group of 4:

2. Explore risk taking and links to self-efficacy

Aims:

- Members will understand qualities associated with resilience
- Member will identify risks they have taken and the impact on their self-concept

Activity	Place	Content	Materials	Time
Introduction x8	At a board behind health centre	What does resilience mean? Becoming more resilient is possible, change and growth are possible	Qualities associated with resilience on board (appendix B)	15
Resilience skills x4	Campfire (behind disco and Tiki island)	1. Risk taking Why did you sign up to this research? What are your expectations? What risks did you take just to be here? Is taking risks necessary? What does risk taking have to do with resilience? Did you learn something about yourself by stepping off into the unknown? (Did it show you your ability to cope/strength?) Share a recent experience of taking risk e.g. taking part in research in a virtual world!		40
Activity x4	Pond	Diving		10
Discussion x8	Treehouse	Three good things		20

Equipment and resources:

Appendix B: List of characteristics displayed by prisoners of war who did not develop post-traumatic stress disorder

- Optimism
- Altruism – helping others reduce stress
- Having an enduring set of beliefs or moral compass
- Faith and spirituality
- Humour
- Having a role model
- Having social supports
- Being able to leave ones comfort zone (facing fear / risk taking)
- Having a mission or meaning in life
- Having some training in mastering challenges

Challenge tasks:

Meet up with one other member during the week in EVA Park. Find out their favourite TV comedy programme

SESSION 6: COMEDY

Outline:

All 8 members

1. Introduction to today's session: We will discuss different types of comedy, what you like/dislike, benefits of comedy.
Feedback from challenge task: what did you find out about your partner's favourite comedy?
2. Viewing comedy clips
 - i) Mr Bean
 - ii) Laurel and Hardy
 - iii) Monty Python Dead Parrot

The group will watch the clip and discuss:

What was it?

What did you like about the clip?

Did it make you laugh (why/why not?)
3. Comedy in your life

Tell the group about a funny thing that happened to you or a friend or member of your family

How does comedy add to your life?
4. Prepare for challenge task

Aims:

- enable self-expression
- identify common and divergent opinions
- identify sources of well-being

Activity	Place	Content	Materials	Time
Introduction	Cafe	Overview of session		15
Viewing Comedy clips	Media Screens: near the square, in the red house, in health centre reception, behind treehouse	Watch clips <i>What is it?</i> <i>Did it make you laugh?</i> <i>What did you like about it?</i>	Video clips	45

Comedy in your life	Cafe	Tell a funny story from your life How does comedy add to your life? Humour was identified as a characteristic that protected against PTSD	15
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Equipment and resources:

Video clips

Challenge tasks:

Prepare to share something that you like about yourself

Talk to someone who knows you well e.g. a friend or family member. Ask them what they think your personal strengths are.

Arrange to meet another group member in EVA before the next session. Tell them about something you have succeeded in recently. This could be a big success, or something small that made you feel good.

SESSION 7: PERSONAL STRENGTHS

Outline

All 8 members:

1. Introduce the concept of personal strength, what it means, and the idea that it can be developed

Split into 2 groups of 4:

2. Explore members' individual strengths.

All 8 members:

3. Share strengths that have helped group members since their stroke.

Aims:

- Members will understand qualities associated with personal strength.
- Members will identify their own personal strengths and how these help them in different situations.

Activity	Place	Content	Materials	Time
Introduction	Treehouse	Coordinator introduces session:		20
x8		<ul style="list-style-type: none"> • Personal strengths include your talents, knowledge and skills. • Strengths can be related to heart (passions), hand (skills) or head (knowledge) • Everyone has different strengths • This session will help us think about our personal strengths and how we can use them. • Focusing on your strengths helps you to do more of what you are good at. 		
Identifying personal strengths	Display boards, one group by Health centre and one group by narrowboat	a) Each person invited to share: <ul style="list-style-type: none"> ▪ Something you are good at, OR ▪ An occasion when you achieved something you were really proud of. b) Look at list of personal strengths on board. Volunteers read them out. c) Each person asked to choose three or more personal strengths that describe them. These can be from the list, but don't have to be. d) Group discuss situations where those personal strengths can be helpful.	List of strengths displayed on board	45
4x2				

Discussion x8	Treehouse	Share one personal strength that has helped you cope as a stroke survivor.	25
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Challenge tasks:

Ask 1 friend and 1 family member about what aphasia means to them, and what they would like to know more about.

Ask 2 people you don't know well e.g. shopkeepers what they think aphasia means, and how they help/ what they would like to do to help.

Research on the Internet or newspapers about how other long-term conditions create public awareness – what do you notice about their campaigns?

Equipment and Resources:

Appendix C: Personal Strengths

Adventurous	Honest
Brave	Kind
Caring	Knowledgeable
Clever	Modest
Confident	Optimistic
Considerate	Open minded
Creative	Organised
Curious	Outgoing
Determined	Patient
Enthusiastic	Practical
Fair	Serious
Friendly	Tactful
Funny	Tolerant
Generous	Trustworthy
Helpful	Wise

SESSION 8

PROJECT INTRODUCTION

Outline

All 8 members:

1. Introduce the concept of a group project, possibly making a film about EVA Park, to harness the strengths identified last week

Split into 2 groups of 4:

2. Discuss public awareness of aphasia, and how a film (or leaflet, or expose of EVA Park) could raise awareness of impact of aphasia and value of communication and support gained in EVA Park

Split into 4 groups of 2:

3. What could you do in EVA Park that would contribute to the project?

All 8 members:

4. Share ideas

Aims:

- Members will understand what would be involved in participating in the film project
- Member will share their opinions and experiences about public awareness of aphasia
- Challenge task discussion: what strengths have people been talking about this fortnight? Do you want to use your strengths more? Can we find ways to use your strengths in EVA during this time together?
- How did people find this task generally?

Activity	Place	Content	Materials	Time
Introduction x8	Pond (for reflection)	<p>Welcome to everyone</p> <p>Reflection on challenge task of last 2 weeks: what strengths have people been talking about?</p> <p>Do people want to use their strengths more?</p> <p>How did people find this task generally?</p> <p>Explain project opportunity – “create the video as EVA is happening”</p> <p>Discuss the following questions:</p> <p>How important is public awareness of aphasia to you?</p> <p>When have you seen it done well?</p> <p>What makes others take notice (of aphasia)?</p>	None required	30

Awareness of aphasia x4	Campfires (behind disco and Tiki island)	Public awareness: what do other people understand by aphasia? What do you want people to know about aphasia? What do you want people to know about you? What do you want people to know and do when engaging with someone who has aphasia? What difference do you hope it would make?	20
Activity X2	Locations chosen by pairs	Pairs to discuss and explore: What could you do in EVA Park that would contribute to the video?	20
Discussion x8	At a board (behind health centre)	Capture people's ideas about what they can do in EVA park for the video Three good things from today	20

Equipment and resources:

Consider if there is an opportunity for members to watch EVA Park Film

<https://www.youtube.com/watch?v=ouF1Nwvo6js>

Or the shorter, earlier clips e.g. <https://www.youtube.com/watch?v=itysUJLnZ1s>

An international survey (6 countries) of 3,483 people found that between 16-60% of the general public say they are "aware" of aphasia, but only 1-14% of people have any real knowledge of what aphasia is. Younger people and women were more aware of aphasia, and people working in health, social and educational sectors were more aware of aphasia.

NB: it is important to raise awareness and educate others about what aphasia is. However, it is equally important to raise awareness of the importance of communication and social support for people with aphasia. The message should not stop with explaining the condition, but should also include the value and impact that treatment and long-term support has on the lives of people with aphasia, family members and friends.

Challenge tasks:

Possible project roles will be placed on the board, e.g. actor, director, cameraperson. Think which project role you would like to do, and identify what strengths you have to support this.

SESSION 09:

PROJECT ROLES

Outline:

All 8 members:

1. Introduce session: Recap project. Consensus decision about which project to do.
2. Round Robin: say one skill or job role or strength that you have which will be relevant to the project. If some group members do not want to be involved in the project they can continue with the groups. The project will run alongside the groups

Split into pairs 4 x 2:

3. Having identified strengths, choose a role for the film. Each pair goes off to discuss which role they think they would like to do in the project and say why with a partner. If no role identified, discuss in the pairing with support from the volunteer a suitable role or paired role.
(If the project is to with creating something about EVA Park, each member of the pair could show the other their favourite place in EVA Park and say why and talk about it, or talk about the thing they most like about EVA, or find the most challenging. If the project is about something else, like aphasia in general, discuss similar themes to do with aphasia, like the thing they find most challenging, what message they would like to convey about it, what helps.)

All 8 members

4. Round Robin, each person chooses one role from the board, why have you chosen this role? Safe or taking a risk / giving it a go? If a participant wants help from someone else in a pair then discuss with that person and the group. Potential for buddy if willing to take a risk on something not confident about
5. If no role is found for a group member, group discusses a possible role.
6. Decide a challenge task for each role.

Aims:

- Come to consensus about which project to do
- Introduce strength and life skills you have to the group
- Identify project roles

Activity	Place	Content	Materials	Time
Welcome 1 x 8	The tree house	Recap project Consensus decision Round robin of strengths.		30
Pair discussion 2x 4	Chosen by the pairs	Discuss and choose roles in pairs in more detail.		30
Discussion 1x 8	Benches outside somewhere.	Choose role, say why. Is it a risk? Decide on pairs if required. Decide a challenge task for each role.		30

Equipment and resources:

Participants will have decided project at last session, first part of this session will be to recap that decision and double check the group consensus after 2 weeks reflection.

Participants will have thought about or prepared which roles they feel they would like to take on in the project.

Depending on the project, a board of a list of identified roles will have been placed in world ideally over a week before the session.

Challenge tasks:

Undertake one real world sporting activity that you can tell others about in the next meeting

Meet with another group member for exercises in the EVA Park Health Centre

SESSION 10: SPORTS DAY

Outline:

All 8 members:

1. Introduce session: We are going to have a sports day! What sports have you found or thought of that you can do in EVA Park? What sports do you like in the real world - either to watch or to do? Do you like sport or not? Do you follow any sports teams?
2. Explain going to have first race around lake, then split in to two groups to do other activities. Remember: to make your avatar run you can double press the forward arrow.

Split into 2 groups of 4:

3. One group goes to the health centre and finds all the sport you can do there. Discuss whether these are sports or not and why not. Do you do any of these in real life? Then all fly up (hover) while in the health centre and fly-race to the benches on the green, the first to sit down is the winner. If there is time throw the basketball and fly the kite. Discuss whether these are sports or not and why not. Do you do any of these in real life? Then swap with the other group if time.
One group goes to the diving board and takes it in turns to dive then come out of the water. Then have a 'swimming race' in the channel between the Tiki island and the sea by 'flying' under the water. Discuss how hard it was to navigate to stay under the water. Discuss whether you do swimming or diving in real life. What is it like to do them in the virtual world? Then swap with the other group if time.

All 8 members

4. Discuss what sports you would like to see in EVA Park after seeing what you can do.
5. All say how you get exercise in the real world? Ask around the group for any tips to increase exercise or health.
6. Final thoughts from today?
7. Set up challenge tasks.

Aims:

- Have fun using new navigation skills
- Discuss which sports in real life you like or do.
- Identify positive healthy things you can do in real life which are exercise, if not a sport.

Activity	Place	Content	Materials	Time
Welcome 1 x8	Loungers by the lake	Introduce session EVA sports Real life sports Do you like sport? Follow a team?		20
Activity split 2x 4	1 grp health centre 1 grp diving board (if time the groups swap over)	Try out the different activities and discuss if they are sports. If time race to the benches on the green Diving competition and virtual swim with follow up discussion		45



Discussion 1x 8	Seats in the disco? (e.g. go to the pub after doing sport!)	Discussion: what sports you'd like to see in EVA? How do you exercise in the real world and any tips for improving health?	25
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Equipment and resources:

None

Challenge tasks:

Think of the sporting activities you can do in EVA Park and go and find them. Have a go at doing these activities in real life, e.g. go for a walk, yoga, dancing, swimming.

Arrange a time to meet another person at a food or drink outlet in EVA Park, and practice ordering your favourite food or drink OR

Go to a real café, restaurant or bar and order something for yourself OR

Practice ordering a meal for yourself and for another person. This could be in EVA Park or in a real café/restaurant.

Session 11:

EATING OUT

Outline:

All 8 members:

1. Discuss places that group members like/would like to go for food or drink in the real world.

Split into 2 groups of 4

2. Practice ordering one thing to eat and one thing to drink.

All 8 members:

3. How did the activity go? What helped?

Did anything feel good about ordering food/drink in EVA Park?

What would help you to feel confident ordering food/drink in a real café/restaurant/bar?

Activity	Place	Content	Materials	Time
Welcome 1 x 8	Loungers by the lake	Round robin: where do you like to go to eat? e.g. their favourite café, local pub, restaurant. Discuss what kinds of food or drinks they enjoy.		20
Activity split 2x 4	Tiki bar, Café, Pizza restaurant, ice cream stand	Go to one of the food/drink outlets in EVA Park (Tiki bar, Café, Pizza restaurant, ice cream stand). Practice ordering one thing to eat and one thing to drink		45
Discussion 1x 8	Lake loungers	How did the activity go? What helped? Did anything feel good about ordering food/drink in EVA Park? What would help you to feel confident ordering food/drink in a real café/restaurant/bar?		25

Equipment and Resources:

None

Challenge tasks:

Think of pieces of art they like or do not like, and inform one of project team what it is, ready to populate the art gallery.



SESSION 12:

ART

Outline:

All 8 members:

1. Introduce session: All congregate on loungers by the pond. There will be a board placed here to show examples. We will discuss what makes good art. We will look at classical art (show slides of Mona Lisa, then Venus statue), and new art (show slides of a Kandinsky, and a Tracey Emin unmade bed). We will discuss the types of art you like, and do not like. Which of these for example is art? Is there anywhere in EVA Park you think is very artistic?

Split into 2 groups of 4:

2. One group goes to one 'art gallery' consisting of 4 pictures on boards on the grass area by the tree house and giraffe. 1 items will be more classical art, 1 more controversial but corresponding (e.g. Mona Lisa vs. Botelo Mona Lisa), 1 item will be ancient (cave drawing) one corresponding modern (Giacometti statue).
One other group goes to another 'art gallery' consisting of 4 pictures on boards on the grass area by narrowboat. 2 items will be more classical art, 2 more controversial, again matched in some way by colour or content (e.g. Hunterwasser forest vs. constable bucolic scene; Van Gogh Sunflowers vs. Jackson Pollock flower type shape)

If required pair off and move away to discuss further or with less cross talk.

All 8 members

3. Round Robin, each person say one thing about today that went well, or a picture they liked or disliked, or an agreement or disagreement with a peer.
4. ?Vote discussion on whether to keep the art or bin them
5. Anyone like to say anything extra?

Aims:

- Practice discussion in a supported environment
- identify shared tastes and differences between peers
- identify skills using conversation ramps to support conversation

Activity	Place	Content	Materials	Time
Welcome 1 x 8	Lake loungers with	Introduction Give example and demonstration of the split activity 'which one is art / do you like'		30
Gallery split 2 x 4	The 2 'art galleries'	Discuss which of the paintings are 'art' and which are not, which ones do you like or not, what do the pictures remind you of.		30
Discussion 1 x 8	Lake loungers again (in case wish to refer to pix)	Round Robin on session ?Vote to keep the gallery or partial contents Anything else (may be personal goal to speak in the group)		30



Equipment and resources:

Pre-prepared art galleries.

Challenge tasks:

Have a conversation with family or friends during the 2 weeks about what they are reading, and why they enjoy it/ don't enjoy it.

SESSION 13

LITERATURE

Outline:

All 8 members:

Introduce session: All congregate on loungers by the pond, for a session on what and why we read. Today we will discuss different types of literature and what people like e.g. fiction or non-fiction. We will use a broad definition of 'literature' that is newspapers, magazines, graphic novels, books, poetry, etc. We will discuss the types of literature people like and why. We will discuss books or literature that have made an impact on us during our lives, and why. We will discuss books/ literature that *everyone* should read. Finally, we will discuss any strategies that people use to help with reading – we acknowledge that today's session may be hard as people's reading habits will have changed after stroke with aphasia, and people are likely to raise that they 'don't read anymore'; however, a large purpose of today is to re-connect with things that people have read previously, using that as the basis for discussion.

There will be a board placed by the pond with examples of different types of literature, and different genres (e.g. crime) and keywords that might prompt discussion of why people read (e.g. to learn, to relax).

Split into 2 groups of 4:

Both groups will discuss the same points; it will just be easier to have these discussions with smaller numbers. In smaller groups, discuss and/all of the following (time permitting):

1. If anyone has a favourite author(s), and why
2. Books or literature that has made an impact on us during our lives, and why
3. Books or literature that every child/ teenager/ adult should read during their life, and why
4. Whether EVA Park reminds people of anything that they have ever read e.g. do the different places in EVA Park link to literature/ books? Is there something about 'the magical and the fantastic' of EVA Park that links to things people have read?

There will be boards in both locations with some quotes/ brief readings. Some people may be interested in reading these aloud and discussing them.

All 8 members

1. Round Robin, each person to say one thing about today that went well.
2. Share views on recommended books, and focus the discussion on creating a library in EVA Park – which books should be purchased and why.
3. Share views on strategies that people find helpful when reading.

Aims:

- Practice discussion in a supported environment
- identify shared tastes and differences between peers
- identify skills using conversation ramps to support conversation
- share strategies that may aid with reading



Activity	Place	Content	Materials	Time
Welcome 1 x 8	Lake loungers	Introduction Discuss what literature people like, and why.		30
Gallery split 2x 4	Tree-house Café	Each group to have parallel discussions: 1. Favourite author 2. Books that have made an impact 3. Books that every child/ teenager/ adult should read 4. Links between EVA Park and anything previously read		35
Discussion 1x 8	Lake loungers again	Round Robin on session If EVA Park had a library, which book would you recommend they buy and why. Discuss strategies that people currently use that help with reading.		25

Equipment and resources:

Pre-prepared boards: 2 boards at the lake loungers, and boards at the Tree-house and Café.

Content for Lake Lounger Boards:

Fiction	Satire	Fantasy
Comedy	Adventure	Science fiction
Drama	Historical	Tragedy
Horror	Children's	Women's
Non-fiction	Philosophy	Poetry
Realistic	Political	Education
Romantic	Religious	Scientific writing

I read to...

Learn

Other _____

Relax

Be entertained

Escape

Connect with others

Understand others' experiences

Imagine

Get ideas

Content for Tree-house/ Café Boards

Dr Seuss Quote: 'the more you read, the more things you know. The more that you learn, the more places you'll go.'

'Reading gives us some place to go when we have to stay where we are.'

'A reader lives a thousand lives before he dies. The man who never reads, lives only one.'

'We read to know we are not alone.'

Challenge tasks:

In world: during the 2 weeks, come back into world and meet up with someone or a group to discuss a book (or other piece of reading or literature) in more detail. Some people may be even up for reading aloud to others e.g. share a special/ favourite poem or something that is meaningful and explain why.

Try some of the strategies that were discussed at the end of the group to see whether they work for you.

SESSION 14

EVA PARK REVIEW and GOODBYE PARTY

Outline:

All 8 members:

1. Summary of the last 13 sessions
2. What happens next?
3. Review: All members (including coordinators and volunteers) to share two things you have learnt in EVA Park or that have changed since your involvement that you are grateful for.
4. Goodbye party at the Tiki bar

Aims:

- review the impact of the aphasia groups

Activity	Place	Content	Materials	Time
Summary	Tiki island camp fire	Coordinator to summarise the sessions covered		10
What next?	Tiki island camp fire	The EVA team will collect kit if you have a borrowed computer. The qualitative researcher will come to interview you You will be invited to an event to share our research findings		
Review		Coordinator asks each person present to share two things they are grateful for that they have learnt during the groups. One thing each, go around the group twice.		20
Goodbye party	Tiki bar	Coordinator plays music and starts the balloon canon.		60

Equipment and resources:

Coordinator to come with music to play through their microphone. Perhaps songs shared in the music session or classics (previously Queen, 'Don't stop me now' and Elvis have worked well!)



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