

Making a Card Activity

RESIDENT IDENTIFIED DOING THEIR FAVORITE ACTIVITIES AS A PREFERENCE,
SPECIFICALLY ART OR MAKING THINGS FOR OTHERS



Supply Check-list



Assistive devices, as needed:

- Resident's glasses or magnifying glass, hearing aids, walker, or other assistive devices
- Built-up handles for writing utensils



Wipes



Mod Podge, liquid glue, glue sticks



Scissors, crazy scissors



Stamps



Paper supplies

- blank cards
- blank colored construction paper, patterned paper, printer paper
- blank envelopes



Supply Check-list continued



Miscellaneous supplies

- Stickers, glitter, ribbon, twine, fabric (you can even cut up old clothes), felt, stamps & ink, feathers



Apron(s)



Coloring and writing utensils

- colored pencils
- crayons
- markers
- fine tip markers
- pens



Feeling Faces Emotion Assessment form



Activity Introduction

[APPROACH] Approach the resident from the front, on eye level, and smile.

[GREET] Greet the resident using their name.

[INTRODUCE] Introduce yourself using your name, and point to yourself.

[ASK] Ask how the resident is doing today.

» Say: "How are you doing today?"

[ASSESS] Complete the '**before**' portion of the Emotion Assessment form.

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**before**' Feeling Faces.

[RESPOND] Respond to and validate their response.

» Say: "So glad to hear you're well today." or "I'm sorry you're not feeling well."

» Do: Address the person's needs, if applicable.

Activity Questions

Question Suggestions:

- What do you like about making cards?
- Do you like making things for others?
- Did you enjoy making cards when you were younger?
- Ask the resident about the person for whom they are making the card.
- Does this remind you of anything?

Activity Instructions

[INTRODUCE] Introduce the activity.

- » Say: "I know it's important for you to do your favorite activities, and that you enjoy [doing crafts/making things for other people]. Would you like me to help you make a card today?"
- » Do: Show the resident the materials you will be using and explain how they work, if needed.

[CHOICE] Ask the resident who they would like to send a card to.

- » Say: "Who would you like to make a card for?"
- » Do: Help them think through who they might want to send a card to.
- » Variation: If the resident is unable to choose, suggest a family member, or pick someone yourself. Throughout the activity, remind the resident who the card is for.

[CHOICE] Ask the resident what theme the card should be.

- » Say: "What kind of card do you want to make?"
- » Do: Offer ideas: The card can be for a birthday, a holiday, a thank you card, a "thinking of you", or a "get well soon" card. Give suggestions based on upcoming holidays, birthdays, or events.
- » Variation: If the resident is unable to choose, suggest a "thinking of you" card or other relevant seasonal card.

Activity Instructions continued

[CHOICE] Ask the resident what materials they would like to use.

- » Say: "What materials do you want to use in your card?"
- » Do: Lay out the materials so the resident can see and reach them. Point to the materials as you offer them.
- » Variation: If more help is needed, only present 2 options at once, as to not overwhelm the resident. If they are unable to choose, then pick one yourself.

[BEGIN] Begin making cards with the resident.

[ENCOURAGE] Encourage the resident (remember: engagement over correctness).

- » Say: "This is a very thoughtful card." or "[recipient's name] will love this card!"
- » Do: Smile and nod, point to the card.
- » Variation: Some residents prefer to create abstract art (such as dots, shapes, lines, etc.). It isn't about what they make, it's about them enjoying themselves and feeling in control.

Activity Instructions continued

[ASK QUESTIONS] See question card for ideas.

[OFFER] Offer to assist the resident with the activity, if needed.

- » Say: "I will be right here if you need any help."
- » Do: Observe the resident and if they are struggling, offer to help the resident to think of a thought or copy a familiar phrase onto the inside of the card.
- » Variation: If more help is needed, continue to encourage choice, support their hand or allow their hand to guide you.
- » Variation: If more help is needed, provide thicker handled coloring utensils, such as larger markers, for easier grip. Or consider using built-up handles if available.
- » Variation: Some residents may need you to do fine motor tasks for them, such as cutting or gluing, however, continue to encourage choice.

* If the resident is struggling with the activity, simplify questions and/or engage more with sense (see next page).

Using the Senses

[SENSE] Engage the resident by using prompts, such as questions or gestures, relating to the five senses. Encourage the resident to **see** and **touch** during the activity, for a sensory experience.

(Tip: Participate with the resident, you can answer these questions too).

» **See:** Encourage the resident to look at the card materials, notice their colors, patterns, and textures.

“What do the materials look like?

Do you like the colors/patterns/textures?

Do any of the colors/patterns/textures remind you of something?”

» **Touch:** Encourage the resident to touch the card materials, notice the textures.

“What do the different textures feel like?

Do you like that feeling?

Does this texture remind you of anything?”

Activity Closing

[THANK] Thank the resident for doing the activity with you.

[ASK] Ask for feedback:

» Say: How did you feel about making greeting cards today?

[ASSESS] Complete the '**after**' portion of the Emotion Assessment form

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**after**' Feeling Faces.

[ASK] Ask if the resident needs anything before you leave and wipe down materials before storing the supplies.

great job!

