

# 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!*

