

# Arts, Ageing and Wellbeing Toolkit

A Resource to Kick-Start Creative Art Adventures  
for the Community Care Sector



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For more information on activities for Community Care participants, visit <https://www.aic.sg/aic-wellness-programme>

# Creative art activities present many benefits to enhance the personal wellbeing of Community Care participants.

**Artmaking offers opportunities for expression, learning and discovery. It also provides opportunities for participants to connect and interact with others. The sense of achievement gained from creating an art piece can even inject a dose of confidence, lift mood and improve participants' self esteem.**

This Arts, Ageing and Wellbeing Toolkit is a resource for Community Care staff and volunteers to kick-start creative art adventures with Community Care participants. It comprises activities developed by a group of students from the Master of Science in Applied Gerontology programme at Nanyang Technological University (Arts, Ageing and Wellbeing module – AG6309). The activities were guided by the United Kingdom's New Economics Foundation's "Five Ways to Wellbeing"\* and are intended for a wide range of Community Care participants. Additionally, it offers tips to enable facilitators to modify these activities to accommodate participants' abilities and to carry out the sessions confidently, regardless of their previous art experiences.



Scan this with a QR code reader to download e-copy of this Toolkit

\*Aked, J., Marks, H., Cordon, C., & Thompson, S. (2008) Five ways to wellbeing: The evidence. The New Economics Foundation - <https://bit.ly/2LDLWrL>.

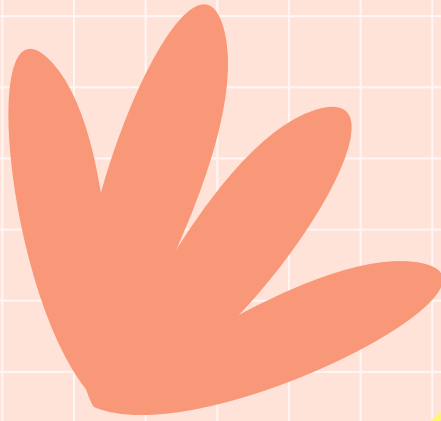
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\*A larger number indicates a higher level of challenge



Tips for a  
**Fun, Smooth  
and Inspiring  
Art Session**

This is  
influenced by  
several factors:



**The Environment:**  
Where the Art Activity is Held;



**Our Manner:**  
How We Select, Prepare and Deliver an Activity; and



**Our Reflections:**  
What We Understand of the Process.

These will enhance awareness and the ability to provide Community Care participants a positive artmaking experience while shaping us as good art facilitators.

The guiding principle when planning an art activity is to explore and provide avenues that will promote and maximise participants' wellbeing.



# The Environment

Where the Art Activity is Held

## Create a Pleasant, Inviting and Safe Environment

Everyone loves such an environment! It is welcoming, inspiring, helps build rapport, promotes relaxation, and encourages participation.



## Space

- An ideal space is quiet, has good lighting, comfortable temperature and ventilation.
- If using lightweight materials (e.g., Crepe paper), it is advisable to work in an air-conditioned environment as fans are likely to blow the materials away.
- Arrange tables and chairs in a way that enables you and participants to see one another and the surroundings well (e.g., A “U-shaped” table arrangement).
- Be aware of any tensions which may be inherent in the group and seat participants accordingly.
- Ensure that the setup allows for ease of movement and is free of safety hazards that can lead to falls and other injuries (e.g., Electrical wires, clutter and movable furniture that is not locked).
- Choose a space that will enable artworks to dry undisturbed.
- Provide space for unfinished artworks to be placed for completion during the next session.
- Identify a space to exhibit all finished artworks, with details of the participants mentioned, whenever possible (do take note of Personal Data Protection Act [PDPA] concerns).

## Ambience

- Music can create an inviting mood. Play relaxing music or participants' favourite music.
- Keep the music volume low yet audible so that it does not interfere with listening to instructions for the activity.

# Our Manner

How We Select, Prepare and Deliver an Activity

## Be Prepared and Organised

A fun and smooth session requires preparation. This is essential so that you can lead the art session confidently.

## Know the Activity

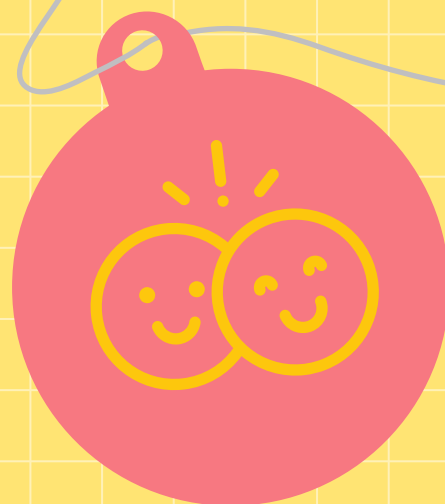
- Be familiar with the aim and anticipated outcomes of the activity. Take note of the steps and required art materials.
- If the activity is new to you, try it out beforehand so you can lead it confidently.
- If this is your first time leading a session, rehearse it with colleagues and seek feedback to improve your facilitation skills and build confidence.

## Know your Participants/Create Access

- Know about the general health and interests of participants before selecting an activity to do. This will enable you to select one that is accessible, engaging and suitable.
- Consider participants' abilities and challenges (e.g., Visual, hearing, physical and cognitive) and ways to create/improve access, so that participants can engage comfortably in the activities.
- Create a list of potential approaches to enable participants to take part in the activity well, for instance:
  - **Visual:** Ensure there is adequate lighting; if participants require glasses, ensure they have it and they are usable (e.g., Clean, in good shape etc.);
  - **Hearing:** Check that the environment is not noisy; ensure that instructions are audible; if hearing aids are used, ensure that participants have them and they are usable;
  - **Physical:** Ensure participants are seated and positioned safely in supported seating (e.g., Firm chairs with backrest and armrests) with adequate assistance provided on their weaker side if needed; and
  - **Cognitive:** Repeat instructions if needed and keep sentences short and simple.
- Modify activities according to participants' needs, responses and behaviours and seek their feedback to better understand their thoughts and preferred approaches when engaging in these activities.
- Consider pairing participants with mixed levels of ability so that they are able to collaborate in the completion of the activity. Creating such opportunities contributes towards boosting self-esteem and confidence.

## Logistics

- Give yourself enough time to set up the space and prepare the required materials.
- Place art supplies in a designated spot for easy identification and reach during the session. A trolley/portable cabinet to contain/store art supplies can be useful.
- Keep and handle all sharp items (e.g., Scissors, pen knives) with care. Number them to ensure that all are kept safely after the session, where appropriate.
- Keep the workspace clean and tidy at all time. Dispose waste periodically and clear all spillage immediately.



## Stay Friendly, Authentic and Responsive

To ensure an enjoyable and fulfilling session, it is important that participants feel welcomed and supported throughout the activity.

## Welcome

- Greet and welcome participants as they arrive. It is good to learn and use different languages and dialects for common greetings.
- Provide all participants and facilitators with name tags with their preferred way to be addressed written in a large font to help the group get to know one another better.

## Check-in

- Have a quick check-in with participants to find out how they are before introducing and explaining the art activity. This provides a snapshot of their state of mind. For instance: "When you woke up this morning, what was the first thing you thought about?"
  - If the participant shrugs or has little to say, they are likely in a low mood and may need more attention during the session.
  - If the participant engages in a short conversation (e.g., Talks about food, the weather, etc.), they are likely in a good mood and will participate well during the session.
  - It may be useful to orientate participants to the current date, day, time, place, upcoming festivals and significant events.

## Facilitation

- Keep your instructions simple and clear. Match your speed to the participants.
- Check for understanding by inviting participants to repeat/demonstrate the steps back to you.
- Ensure your voice is clear and audible. Use a microphone if needed.
- Be mindful that elderly participants can hear low pitch sounds better than high pitch sounds. Speak with a lower pitch if possible.
- Provide a demonstration/completed artwork as a visual aid on what the outcome may look like, encouraging participants to create their own version rather than replicating your example.

## Encourage Ownership and Celebrate Achievements

- Enable participants to create their artworks. If more support is needed, demonstrate/simplify the steps further to encourage them to do as much as they can on their own.
- Do not work directly on their artworks to encourage participants' ownership of their finished pieces.
- Demonstrate/explain steps using your own set of separate materials. The aim is to leave as little of your personal imprint on their artworks as much as possible.
- Encourage individual expression and creativity.
- Invite participants to observe, explore and persevere in their artworks.
- Challenge them to explore and develop more complex ideas to build confidence and inspire more creativity.

## Bridge and Encourage Interactions

- Attend to all participants equally during the session. Be mindful not to be perceived to be engaging in favouritism.
- Walk around to check participants' progress, providing advice and suggestions when needed. This is also an opportunity for you to assess the level of challenge and suitability of the activity for participants.
- Create ways for participants to interact with one another so as to boost social interaction and bonds within the group.

## Be Positive

- Stay open-minded and be ready to modify/adjust the activity; make the activity accessible for participants. It can be equally rewarding to encourage them to explore what they feel is achievable for them at that moment.
- Highlight and encourage participants for specific efforts and accomplishments that you observed during the session.
- Be mindful that participants can discern the quality of their artworks for themselves. Be genuine when praising their efforts and accomplishments.

## Participants' Comfort

- Participants may leave the session before it ends. Have a quick chat with them privately before they leave to understand their concerns and to see if there are ways you may help them feel more comfortable/supported.
- Participants may also be feeling unwell. If they are ill, check their vital signs and offer a place to rest, etc.

### Provide a Graceful Exit

**The way an activity ends is equally as important as how it begins.**

A graceful exit provides a smooth transition for participants to rejoin their daily routine and to consolidate their experience of the session.

### Closing the Session and Saying Goodbye

- Offer some time for “Show and Tell” and invite participants to share with the group about their completed works, the ideas, and their experiences creating the artworks.
- Display completed artworks in the designated space to greet participants when they attend the next session. Showcasing completed work from a previous session serves as a great conversation starter for the new session.
- Invite participants to clean up the area.
- Before ending and saying goodbye, briefly share your observations, highlighting participants’ efforts and achievements.
- Offer words of encouragement and a round of affirmation by inviting the group to give themselves a round of applause.
- Before participants leave, share about the next activity briefly to create anticipation for the next session.

### Timekeeping

- Keep track of the time and pace the group through the activity.
- Inform participants when the session reaches its mid-point and subsequently, the last 15 minutes. However, be mindful not to rush participants or sound impatient as this may cause undue stress and anxiety and participants may stop doing the activity immediately.
- Request that participants carry out the finishing touches for their work towards the last 10 minutes of the session. Encourage them to complete their artworks, help gather tools or clear their workspaces.
- Reassure them that it is also perfectly acceptable to complete the artwork during the next session. Invite them to label their artwork with their names and place it in the pre-identified space for them to complete the next time. Do ensure that you allocate time to complete the artwork during the next session.

### Post-session Logistics

- Ensure that artworks are labelled with participants’ names/their photos (or both) for easy recognition (be mindful of PDPA considerations).
- Wipe/wash all used art tools and surfaces with disinfectant to prevent infection.
- Dispose waste and return the space clean and tidy.

# Our Reflections

What We Understand of the Process

## Take Stock

**Take time to reflect on your experiences at the end of the session while it is still fresh.**

The learning and realisations can help guide your future facilitation sessions.

## Think Back on your Process/Experience

- Reflect on these questions:
  - How did you feel about the session?
  - What worked well for you and your participants?
  - Were there any challenges/issues that arose?
  - How did you respond to them?
  - What actions/solutions would you take to prevent those challenges/issues from occurring again?
- File the activity plan, what worked well and future improvements in a centralised area for other facilitators to access for future sessions.



## Activity 1

# Leafy Splatter

*This activity was inspired by stencil spray paint art.*

Engaging in sensory and art-related activities provide opportunities to explore, discover and create with different textures, shapes, colours and techniques. Coming together with others to work on a group project enables social connection through the sharing of abilities, life stories and experiences.



Contributor:  
Mohamed Somsadeen

## The benefits

Five Ways to Wellbeing

### Connect



get to know each other by working together on a group project

### Be Active



enhance dexterity and fine motor coordination

### Take Notice



discover outlines, shapes and colours around us

### Keep Learning



explore different art techniques

### Give



create artworks for gifts



## Materials required per participant

1. Large butcher sheet or Mahjong paper (approximately 850mm x 850mm)
2. Acrylic water colour paint (Red, green, yellow, blue, purple, orange)
3. Clear spray bottles – each paint colour should have its own
4. Different types of pressed edible herbal leaves (e.g., Lemongrass, kaffir lime, curry leaf, betal, laksa, henna, mugwort, passion, dill, mint, tapioca, pandan, luffa, moringa, sweet potato, indian borage)
5. Plastic gloves
6. Rags

### Optional Items

7. Toothbrush
8. Comb
9. Sponge
10. Cardboard
11. Scissors
12. Stone/Pebble (to weigh paper down)

## How to prepare for the activity

- Set up the activity in a comfortable, conducive indoor space with good lighting and free of distractions, or a space in the garden.
- Provide a table large enough for the paper, materials and high enough to facilitate use with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean-up.
- Decide if participants will have their own art material/leaves or if these will be shared.
- Prepare at least four different types of leaves, choosing those with the most contrasting shapes/textures.
- Test the amount of acrylic paint that needs to be mixed with water to ensure a good colour consistency for use during this activity.
- Prepare samples of completed artworks for reference.



# The steps

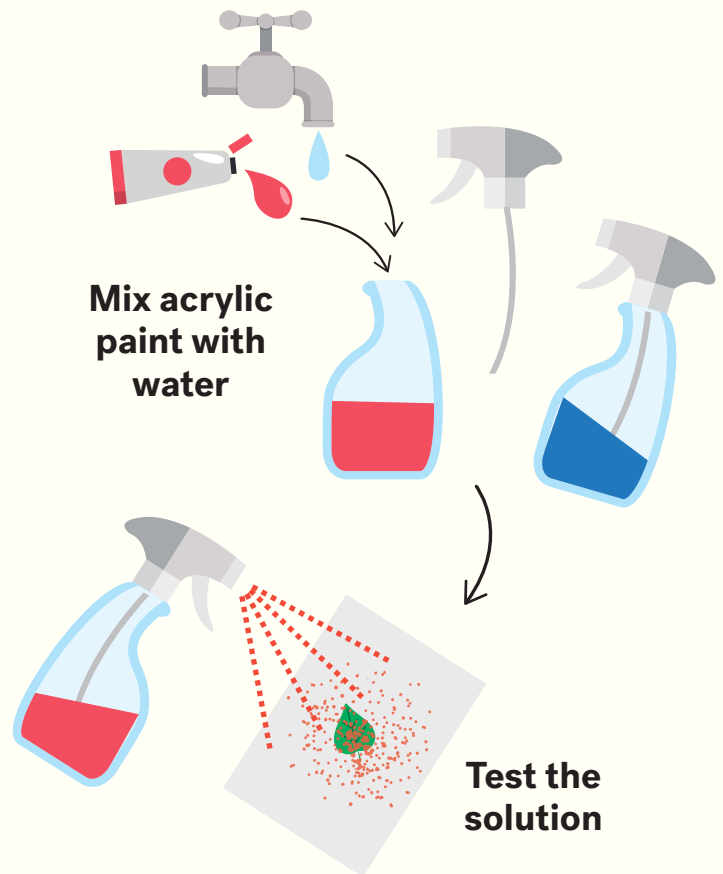
## Step 1

### Preparing the coloured paint solution

Invite participants to prepare the coloured paint solution by mixing acrylic paint with water.

Store the coloured paint solution in their individual spray bottles.

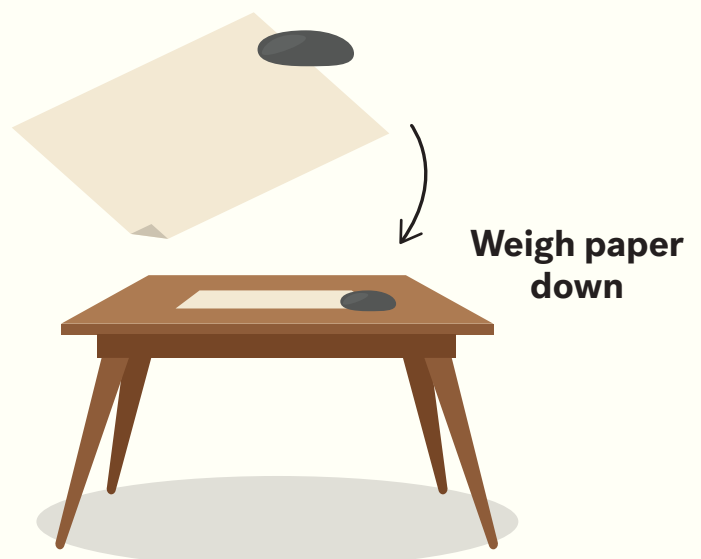
Trial each solution on a test piece of paper to ensure colours are vibrant enough to show up against it.



Provide participants with spray bottles containing the pre-mixed colour solution.

## Step 2

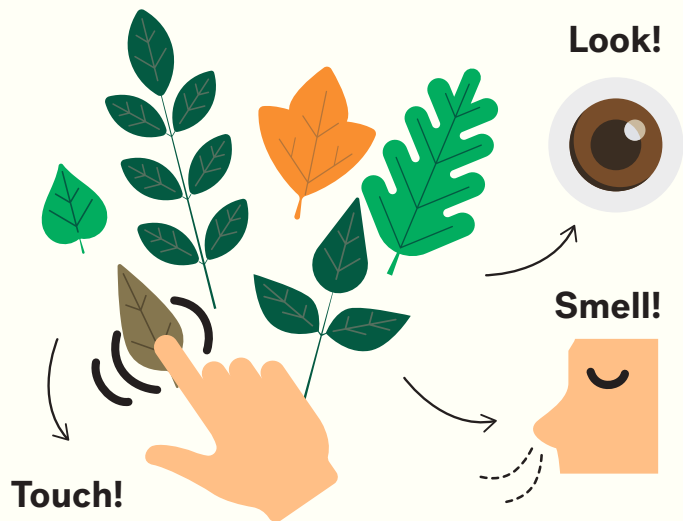
Place the paper on the table and weigh it down.



### Step 3

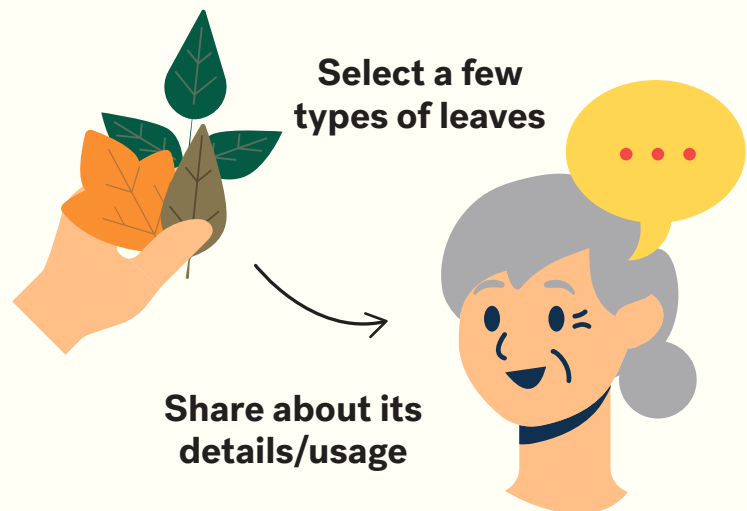
#### Get creative with garden herbs

Provide participants with a selection of leaves and invite them to look, touch and smell them.



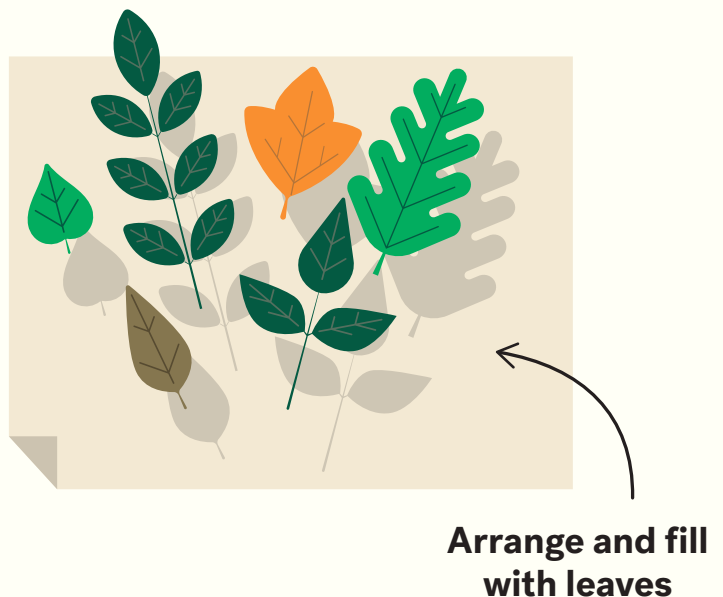
### Step 4

Ask each of them to select a few leaf types and to share about its details and usage (for edible leaves).



### Step 5

Invite participants to arrange their selected leaves on the paper. Fill up as much space as desired.



## Step 6

Ask participants to pick any of the spray bottles with the pre-mixed colour solution and spray over the leaves on the paper. They can wear plastic gloves beforehand if preferred.

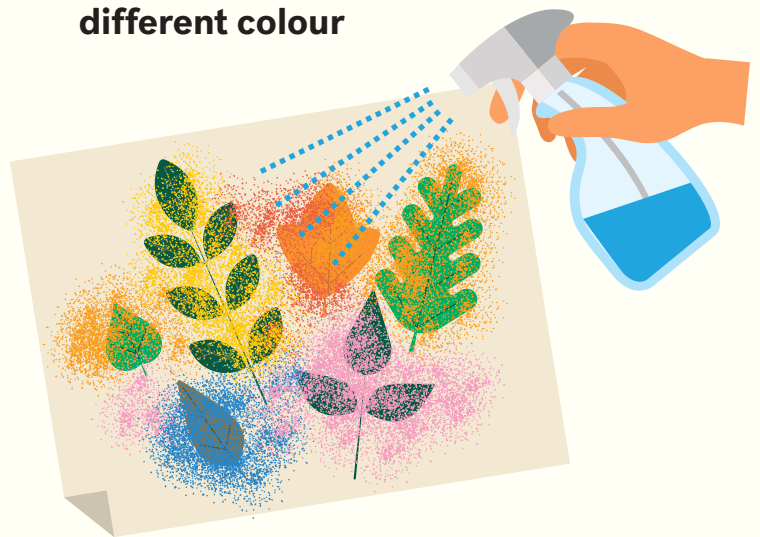


**Spray the coloured solution over the leaves**

## Step 7

Participants may change to a different colour at any time. The activity ends when most of the paper has been filled with paint.

**Change to a different colour**



GRADE

Participants can splatter paint on the paper by brushing a toothbrush over a comb instead of just using the spray bottles.



GRADE

Use a sponge to dab on the paint if participants do not have enough grip strength or fine motor coordination to use the spray bottles.

## Step 8

Carefully remove the leaves from the paper and allow the paint to dry naturally. Alternatively, the leaves can be removed after the paint has dried.

GRADE



UP

- Participants can develop their own patterns by creating shapes with cardboard, instead of using leaves.
- A specific spray art design can be created from the leaves/cardboard shapes.
- Place the individual pieces together to form a patchwork of images (refer to "Further art ideas to explore" as shown on pg 15).

Remove carefully



Allow the paint to dry naturally

## Step 9

While the artwork dries, invite participants to share about their experiences creating it!

- What they enjoyed about the activity?
- What they learned that was new to them?
- What they would like to do with the completed artwork?
- What they might like to use as materials for future similar activities?



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## Tips to facilitate the session

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1. Seek participants' input using open-ended questions to facilitate conversations.
2. Share interesting responses, stories from the participants with the group when possible.
3. Encourage participants to engage actively with their five senses (e.g., Smell, touch, etc.) whenever possible.

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## Further art ideas to explore

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- Instead of paper, fabric can be used for the activity. The cloth can subsequently be sewn together to make a tablecloth or a large patchwork piece.
- Create other gifts from the art piece (e.g., Cards for a special individual or for fundraising, wrapping paper for festive occasions, etc.).

### Reference

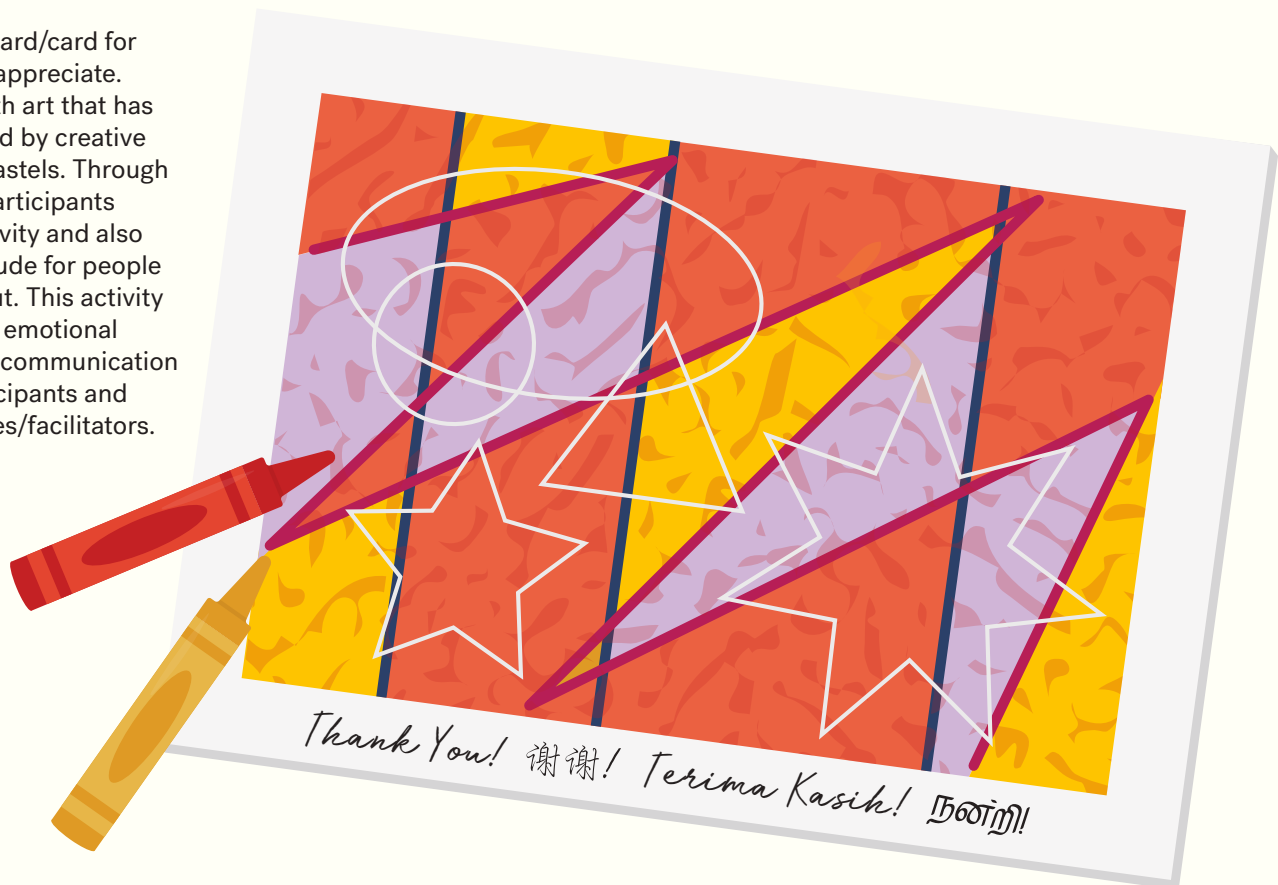
1. Community Playthings. (2017). Spray Bottle Art: Nature Prints. Retrieved from <http://www.communityplaythings.com/resources/articles/2017/spray-bottle-nature-art>

## Activity 2

# Patchwork Expressions

*This activity was inspired by "Clinical Art Therapy as a Strategy for the Prevention of Dementia", a programme supported by the Clinical Art Association in Kyoto, Japan.*

Create a postcard/card for someone you appreciate. Decorate it with art that has been generated by creative play with oil pastels. Through this activity, participants exercise creativity and also practise gratitude for people they care about. This activity also enhances emotional wellbeing and communication between participants and their loved ones/facilitators.



Contributor:  
Griselda Ong Seck Sze

## The benefits

Five Ways to Wellbeing

### Connect



spend time getting to know fellow participants' likes/dislikes while taking part in a shared activity

### Be Active



engage all the senses meaningfully in creative play

### Take Notice



enhance emotional and social awareness through guided conversations

### Keep Learning

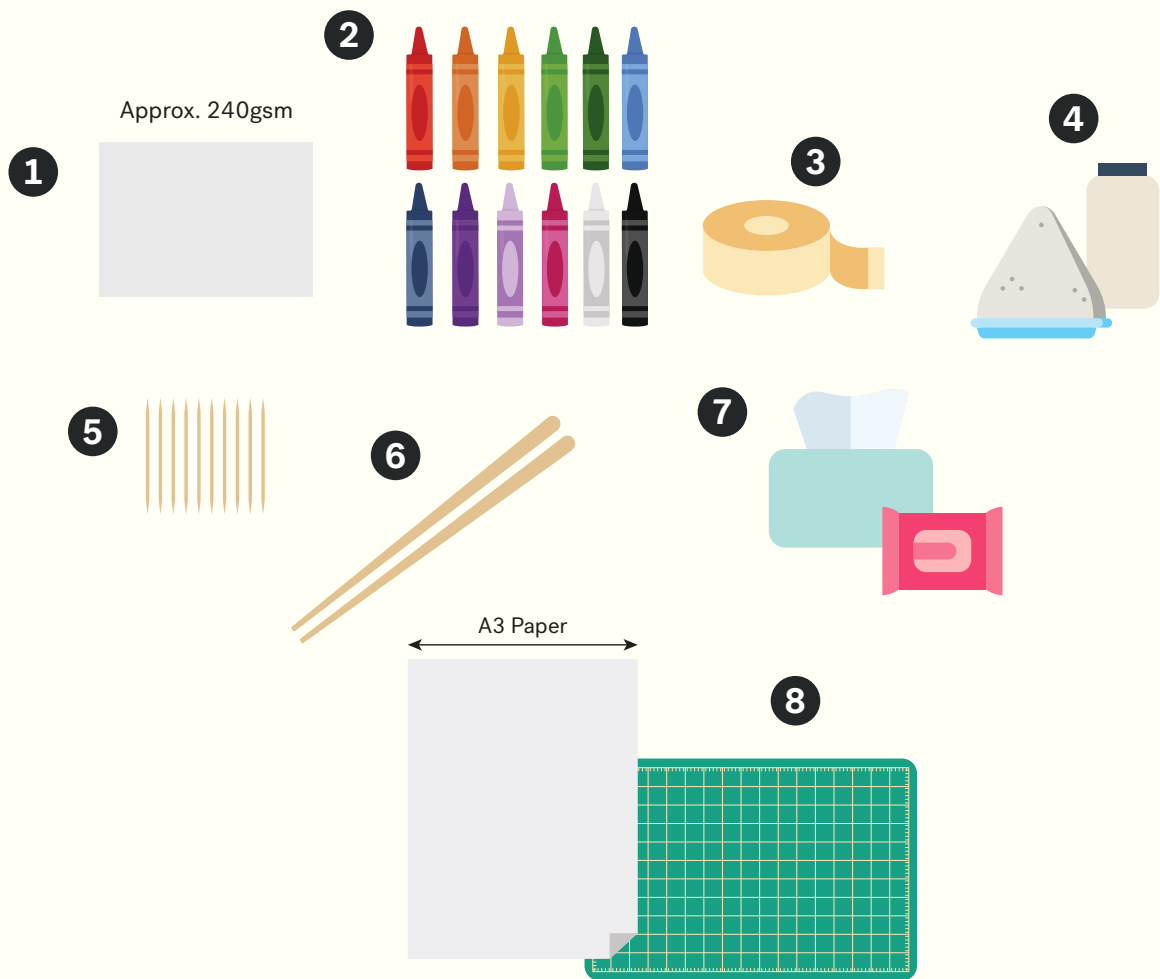


be empowered with skills to express oneself freely and confidently

### Give



take this opportunity to call to mind and appreciate others



## Materials required per participant

1. White paper cards in postcard size (approximately 240gsm) – cards can be pre-cut into different shapes, if required
2. Oil pastels (12 colours)
3. Masking tape
4. Talcum/Corn starch powder in a shaker bottle
5. Toothpicks
6. Disposable wooden chopsticks
7. Tissues and wet wipes
8. Plastic mats or A3-sized paper (base for the work)

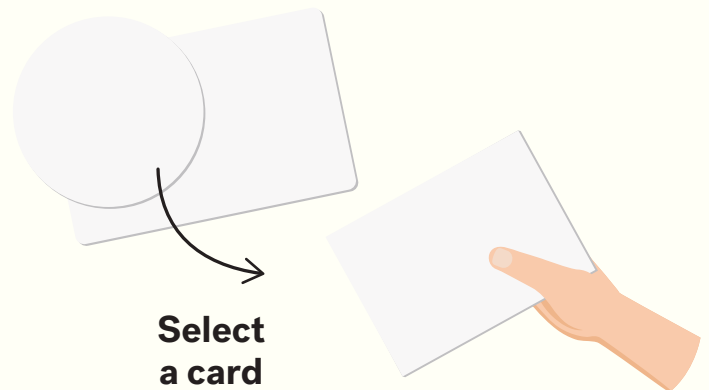
## How to prepare for the activity

- Provide a table large enough for the paper, materials and high enough to facilitate use with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean up.
- Each participant gets a set of materials. Oil pastels can be shared between two participants.
- Prepare samples of completed artworks for reference.

# The steps

## Step 1

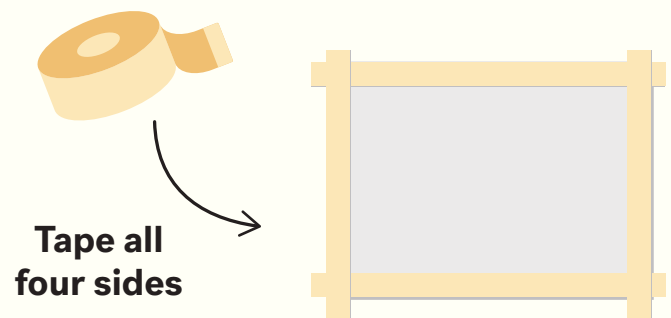
Invite participants to select a card.



## Step 2

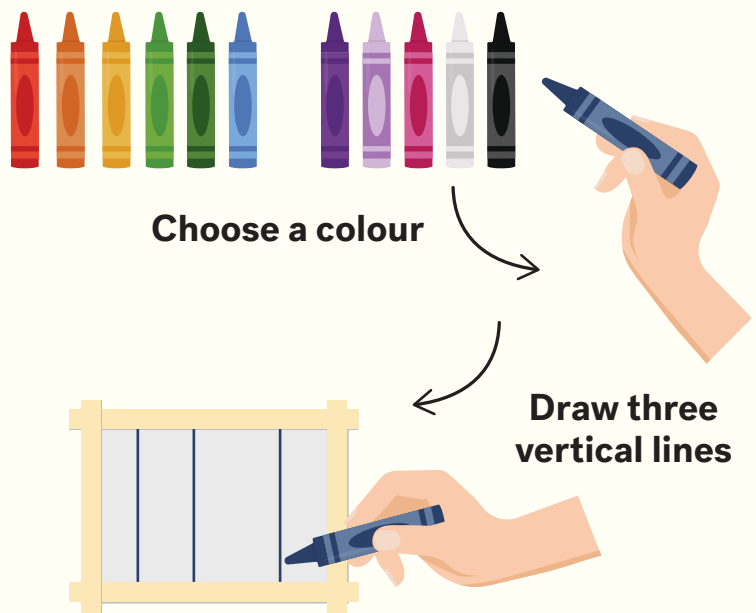
Create a border by taping four sides of the card with masking tape.

(Tip: Roll out the required length and paste it on another surface first to reduce its stickiness and facilitate easier removal from the paper later.)



## Step 3

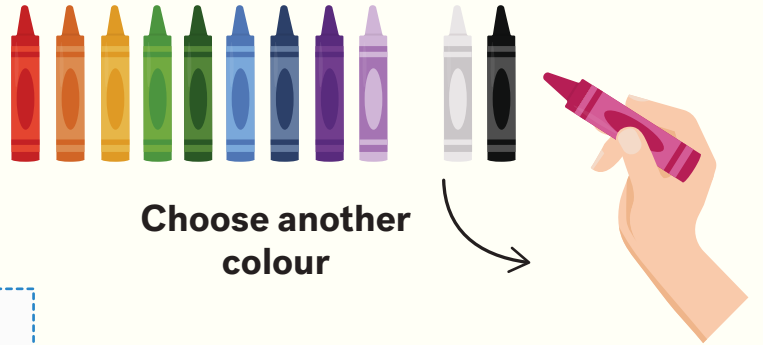
Invite participants to choose an oil pastel colour that they like and to draw three vertical lines on the card.



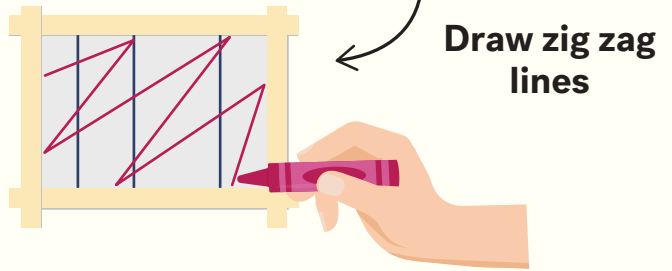


## Step 4

Have them pick another colour and draw zig zag lines across the card.



Choose another colour



Draw zig zag lines

**GRADE**



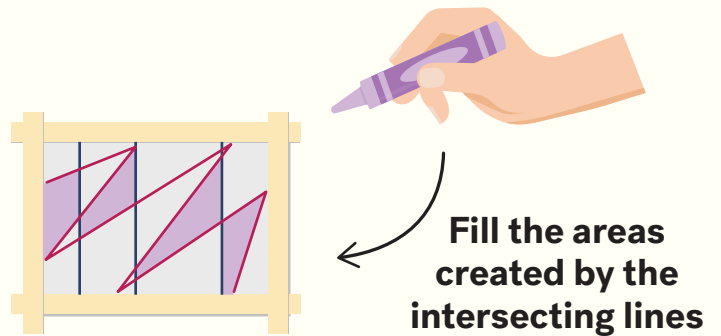
**DOWN**



Provide cards with prepared taped borders and colour guides. This can be a coloured segment that participants will need to complete in the same colour.

## Step 5

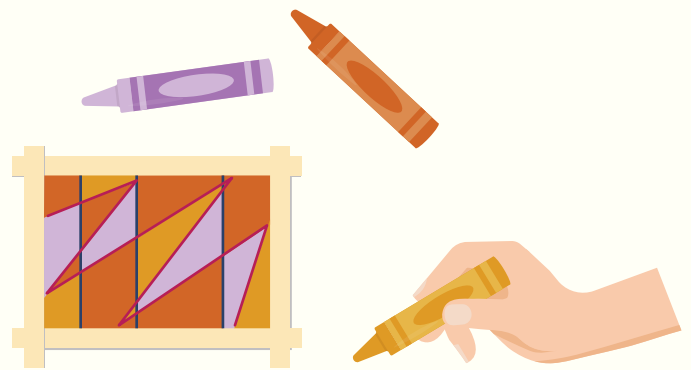
Fill areas created by the intersecting lines with colour.



Fill the areas created by the intersecting lines

## Step 6

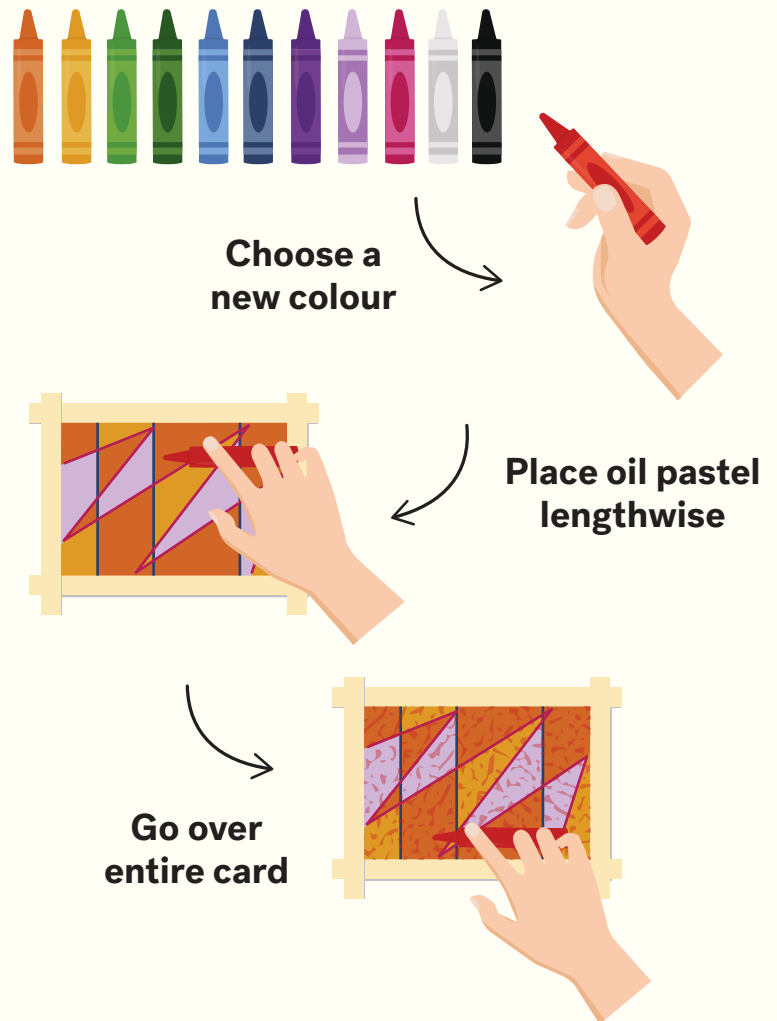
Fill the remaining parts of the card with another colour.



Fill the remaining parts

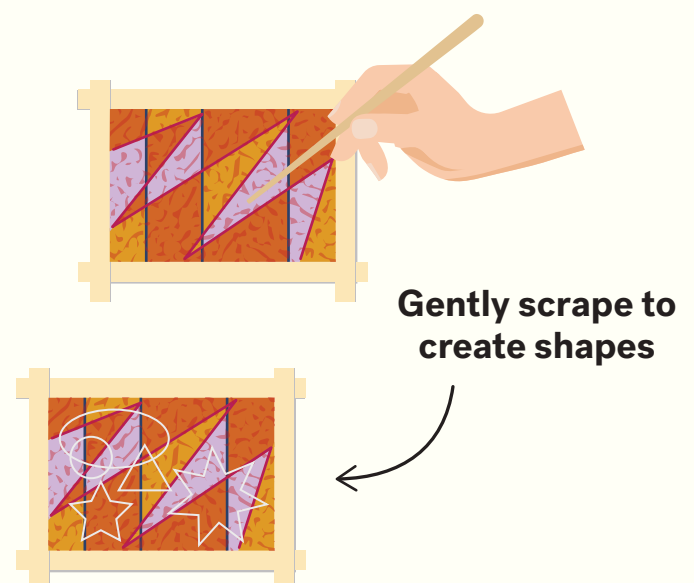
## Step 7

Invite participants to pick a new colour and remove the pastel paper wrap. Place the oil pastel lengthwise and colour the entire card by going over all the existing coloured areas.



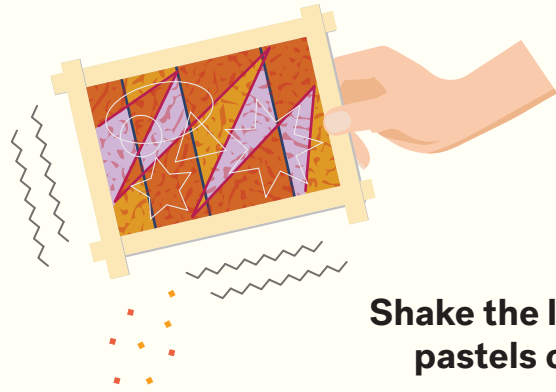
## Step 8

Using a chopstick/toothpick, create different shapes and lines by gently scraping the pastel off the card surface.



## Step 9

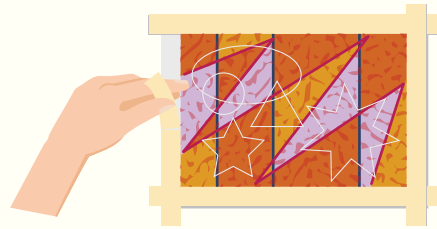
Shake off the loose pastels.



**Shake the loose pastels off**

## Step 10

Carefully remove the masking tape to reveal the frame.



**Carefully remove masking tape**

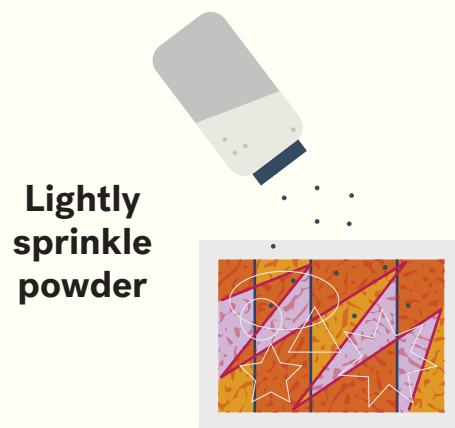


GRADE

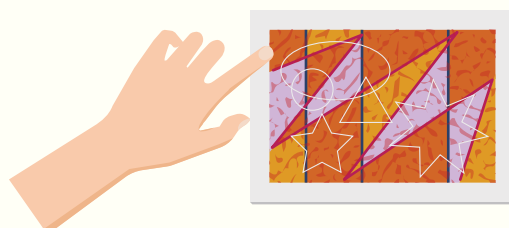
Use a larger card for this activity, involving more lines and colours to create a more complex art piece.

## Step 11

Lightly sprinkle powder over the completed work to create a smooth finish and provide a sealant for the oil pastel. Tap the side of the card to shake off excess powder.



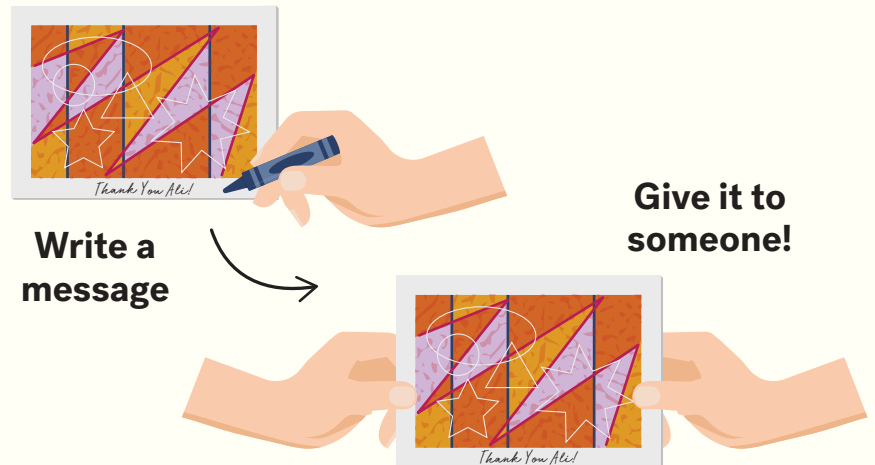
**Lightly sprinkle powder**



**Tap to shake off excess powder**

## Step 12

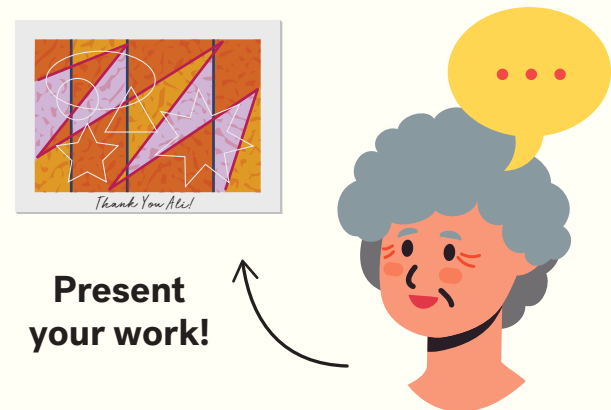
End the activity by inviting participants to write a message on the card and to give it to a fellow participant, staff member, friend or family member.



## Step 13

Invite participants to present their work to the group and share about the following aspects:

- Who they would like to give the card to and why?
- What they enjoyed about the session?
- What shapes/colours they would like to include in their next art piece?



### Tips to facilitate the session

1. For participants who require closer attention, a facilitator-to-participant ratio of 1:1 is recommended. Do not go over a 1:5 ratio in general to enable active engagement.
2. Always provide every participant an opportunity to share.
3. Keep pace with the participant and ensure that all group participants are following the required steps well.
4. For seniors who are illiterate or who have dexterity concerns, facilitators can assist them to write their preferred messages. Do read them back to participants to ensure that the message has been accurately noted down.

### Further art ideas to explore

- Instead of drawing lines, invite participants to draw shapes. Alternatively, participants can use colours that are symbolic of a festive season or favourite activity, instead of using their preferred colours.
- Collate and combine all the completed cards to form a bigger patchwork art piece. This can subsequently be used as a collective display piece.
- Explore assembling the piece asymmetrically to make the art piece more visually interesting.

#### Reference

1. Clinical Art Association in Kyoto. Clinical Art Therapy as a Strategy for the Prevention of Dementia. Clinical Art Association in Kyoto, 2017.

## Activity 3

# Let's 'Dough' a Picnic

*This activity was inspired by breakfast sessions.*

Participants will create colourful models of food items using salt dough. This activity enhances participants' sensory experiences, dexterity and motor skills using a creative and imaginative approach. It also enhances social connections as participants share their personal experiences, cultures and food during this inspired picnic experience.



Contributor:  
Hengky Lee

## The benefits

Five Ways to Wellbeing

### Connect



get to know one another better by sharing personal experiences

### Be Active



increase dexterity and motor skills during this creative process

### Take Notice



enhance sensory awareness (e.g., Tactile sensations)

### Keep Learning



discover new ways to exercise your creativity by making new salt dough creations

### Give



share your creations with others



## Materials required

### Warm-up activity for participants

1. Soft inflatable ball

### Main activity per participant or group

2. Prepared salt dough (see pg 25)
3. Disposable tablecloth
4. Disposable plates
5. Sample dough creations
6. Acrylic paint/Food colouring
7. Plastic gloves
8. Plastic containers
9. Varnish (always apply the varnish in a well-ventilated area)
10. Cookie cutter

### Optional items

11. Bottles
12. Satay sticks
13. Photo of food items/Picnic scenes (for reference)

## How to prepare for the activity

- Provide a table large enough for the paper, materials and high enough to facilitate usage with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean up.
- Place a tablecloth over a table to create a picnic-like atmosphere.
- After preparing the salt dough, prepare some samples of the creations based on the theme of the picnic for participants' reference during the activity.



This activity can be part of the facilitators' preparations or conducted with participants as part of the activity.

## Materials required for the Salt Dough

1. Ingredients for salt dough
  - Plain flour
  - Cream of Tartar
  - Salt
  - Vegetable oil
  - Food colouring
  - Dried spices, herbs and food essence (optional)
2. Large mixing bowl
3. Large mixing spoon
4. Plastic sheet
5. Plastic gloves to knead the dough
6. Measuring cups and spoons
7. Kettle for boiling water
8. Knives for cutting the dough

## Preparing the Salt Dough\*

Prepare various quantities and types of salt dough in different colours and consistencies.

1. Boil approximately 1 litre of water in a kettle.
2. Using measuring cups/spoons, prepare the following ingredients in these proportions:
  - 2 cups of plain flour
  - 2 tablespoons of cream of tartar
  - 1½ cups of boiling water
  - ½ cup of salt
  - 2 tablespoons of vegetable oil
  - A few drops of different food colouring
  - ½ teaspoon of dried spices, herbs or food essence (optional)
3. Mix flour, salt, cream of tartar and oil in the mixing bowl well.
4. Add a few drops of the preferred food colouring into the boiling water.
5. Add the boiling water into the mixture in the bowl.
  - Create different dough consistencies by varying the amount of water used. More water will result in a softer consistency, making it easier for participants with dexterity constraints to knead the dough.
6. Stir continuously with the mixing spoon until the mixture reaches a dough-like consistency.
7. Allow the dough to cool down.
8. Knead the dough with plastic gloves continuously until it is smooth and elastic but not sticky.
9. Add in the selected spices, herbs and food essence (optional). Knead to mix them evenly.
10. Cut the coloured dough into similar and manageable sizes.
11. Place the different coloured salt dough on disposable plates.
12. Repeat the process until the various required colours, consistencies and quantities of salt dough have been made.

\*View online videos on "making salt dough" for more information.

# The steps

## Introduction and warm-up activity for participants

### Step 1

Introduce the activity and inform participants that the session will begin with a warm-up activity to get to know each other better.



### Step 2 & 3

Gently toss a soft inflatable ball to one of the participants and invite them to introduce themselves to the group and share an item that they might bring to a picnic.

Thank the participant and invite them to toss the ball to another participant. Repeat this introduction process until everyone in the group has been introduced.

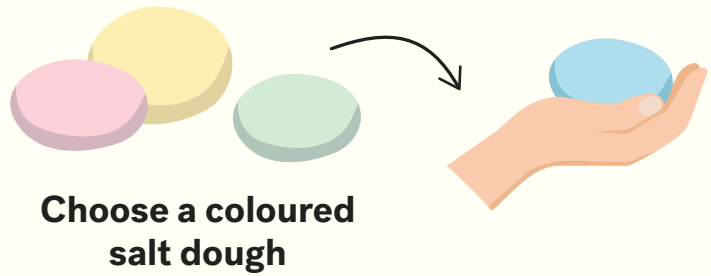




## Preparing for the Salt Dough Picnic

### Step 4

Invite participants to choose a coloured salt dough of their choice to prepare for the "picnic".



### Step 5

Encourage them to feel the texture of the dough and discuss the following aspects:

- Why they have selected that particular dough colour?
- What the dough feels like to them?
- What food item would they like to make for the "picnic"?



### Step 6

Invite participants to create as many items as they wish and with as much detail as possible. Use items like bottles to help roll out the salt dough, if preferred.



- Have participants work with dough that is denser (harder consistency) to give their hands/fingers a good workout!
- Create a complete set of items (e.g., A bowl of noodles with chopsticks and a spoon/basket with various types of fruit).
- Use satay sticks to include more details on the salt dough creations.



- Provide photos of food items/picnic scenes and sample dough creations for participants to use as a reference.
- Provide salt dough that is less dense (softer consistency).
- Create simple items (e.g., Spring rolls, bun, samosas, prata).
- Use cookie cutters to create consistent shapes.

## Step 7

Invite participants to share about the following aspects:

- Whom they would like to picnic with? (e.g., Other participants, favourite movie stars, etc.)
- What other picnic items would complement their item?
- What they enjoyed about this activity?
- What challenges they faced and how they overcame them?
- What theme they would like to explore in the future?



### Tips to facilitate the session

1. Use an active tone to encourage participants (e.g., "Let's do this together!") rather than "You need to do this."
2. Provide time for participants to share and invite those who may be more quiet to contribute to the conversation during the sharing session.
3. Provide a range of items to increase tactile sensations such as tin cans that may have lines on them (do ensure the edges are not sharp!) or satay sticks to add details.
4. Provide space to display the group's completed salt dough picnic pieces. With the participants' consent, include a quote from them about their creation.

### Further art ideas to explore

- Use different malleable materials such as clay for greater longevity.
- Invite participants to start off with plain coloured salt dough and to add colours to it later using acrylic paint or food colouring.
- Change the theme and explore some of the following ideas:
  - Hobbies
  - Countries/Places of interest
  - Festive/Cultural events
- Encourage participants to contribute towards a group outcome. As an example, one participant can create two slices of "bread", another fills it with "ham", while another participant adds in baked beans.

#### Reference

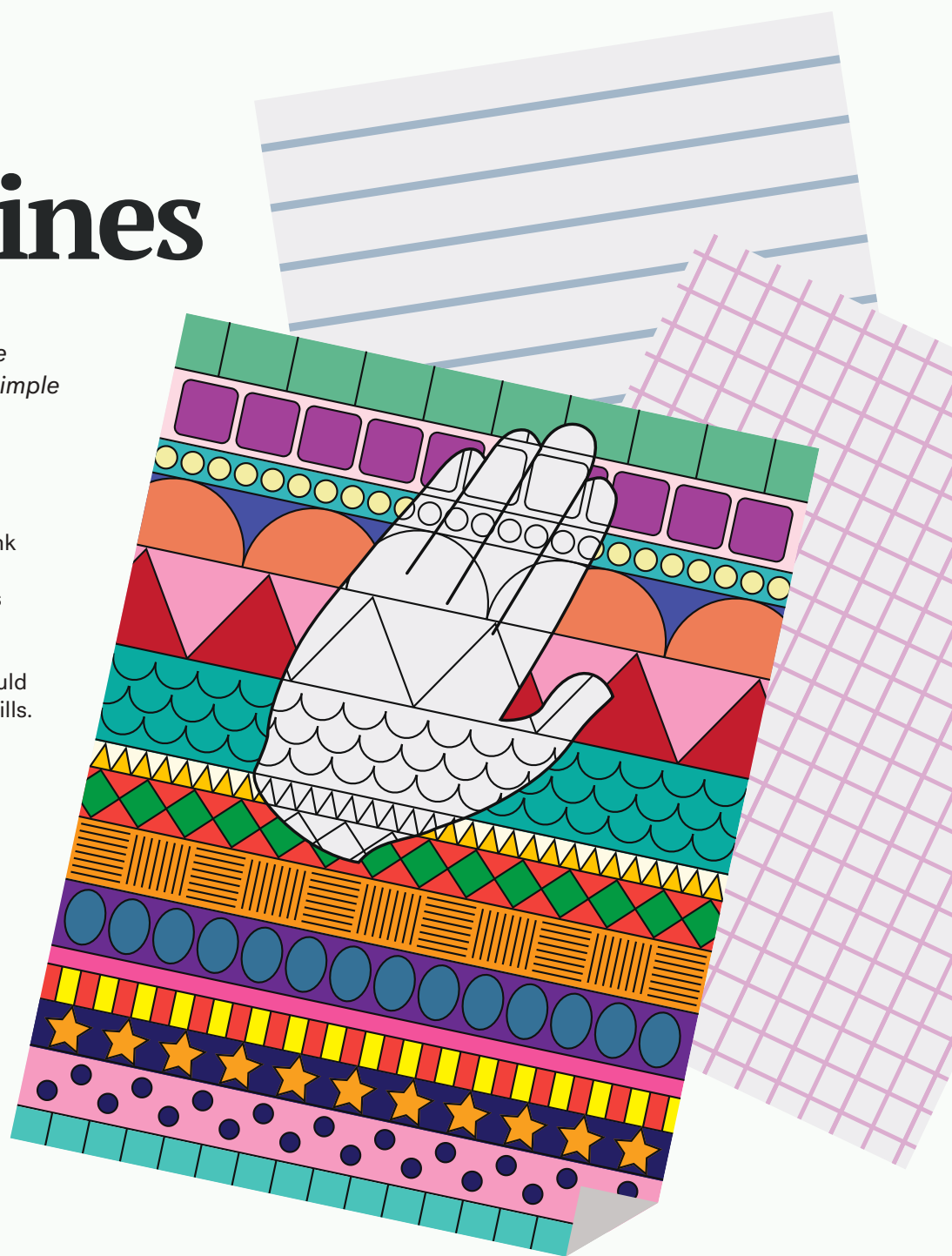
1. Aguirre, E., Spector, A., Streater, A., Hoe, J., Woods, B., & Orrell, M. (2011). Making a Difference 2: Volume Two: An Evidence-based Group Programme to Offer Maintenance Cognitive Stimulation Therapy (CST) to People with Dementia. London: Hawker Publications.

## Activity 4

# Move Your Lines

*This activity was inspired by the Zentangle method of drawing simple repeating patterns.*

Lines form the basis of art and expression regardless of the medium. Invite participants to think of patterns, beautiful shapes and motifs to use in their artwork. This activity is suitable for most participants, especially those with good vision and for those who would like to enhance their fine motor skills.



Contributor:  
Ng Yoke Cheng

## The benefits

Five Ways to Wellbeing

### Connect



interact with others while participating in a group activity

### Be Active



strengthen fine motor skills and hand-eye coordination

### Take Notice



pay close attention to shapes found in the immediate environment

### Keep Learning

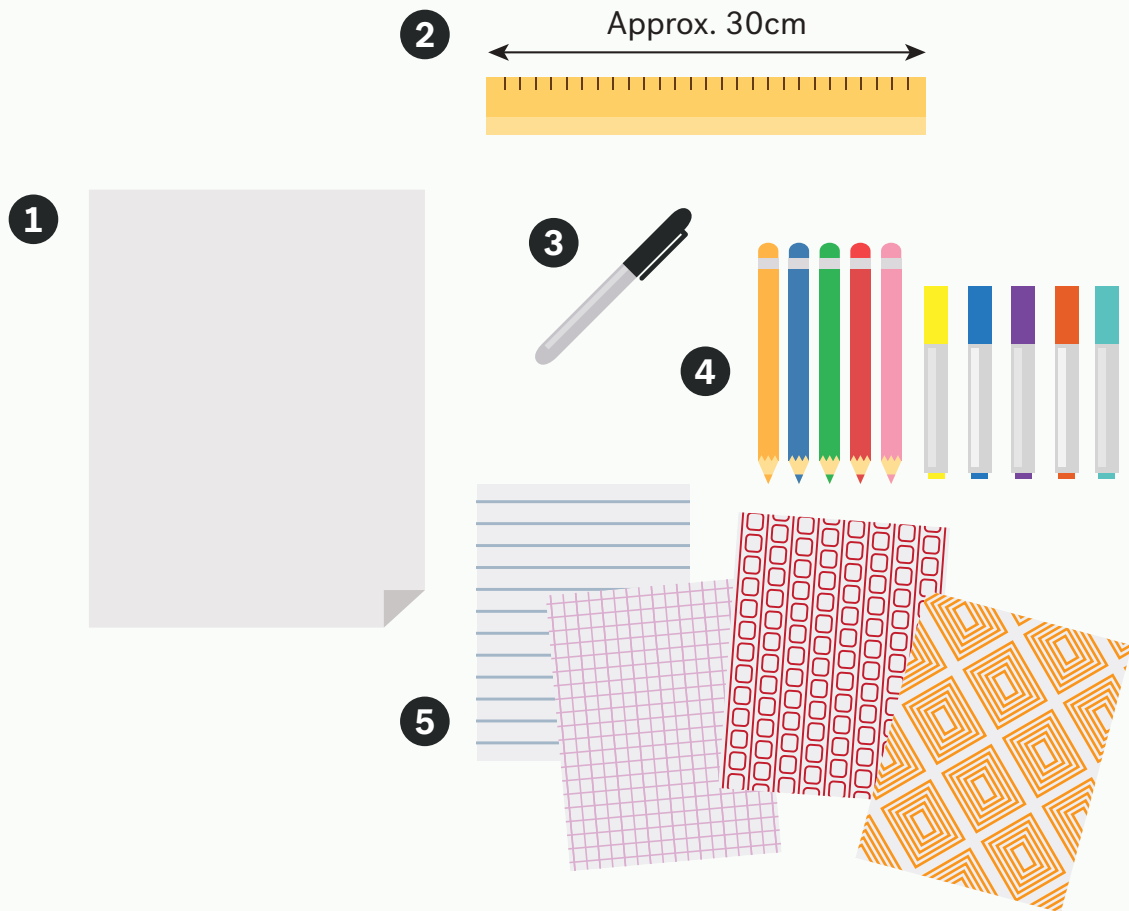


discover new ways to use patterns to create artworks

### Give



support one another's creativity by completing a project together



### Materials required per participant

1. Drawing paper
2. Long ruler (approximately 30cm)
3. Black pen
4. Dry colouring materials such as markers, colouring pencils, crayons, etc.
5. Patterns/Designs (for reference)

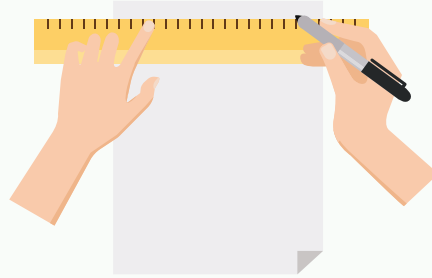
### How to prepare for the activity

- Provide a table large enough for the paper, materials and high enough to facilitate use with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean up.
- Decide if participants will have their own art materials or if these will be shared.
- Prepare samples of completed artworks for reference.

# The steps

## Step 1

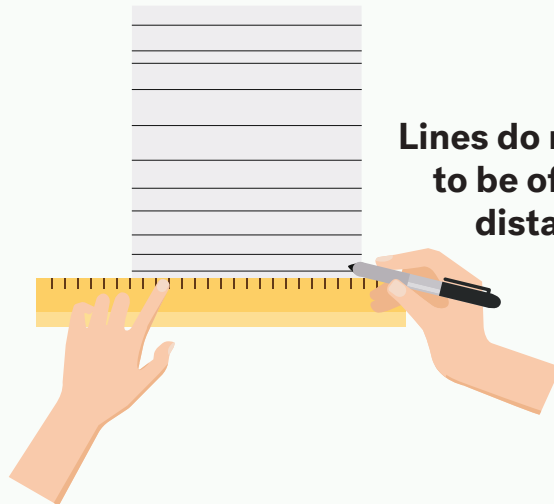
Invite participants to draw lines across the entire paper. The lines/rows do not need to be of equal distance from each other.



**Draw lines using a pen and ruler**

## Step 2

Varying the line/row heights can lead to more interesting outcomes. Avoid drawing too narrow a line/row as the patterns may not appear clearly.



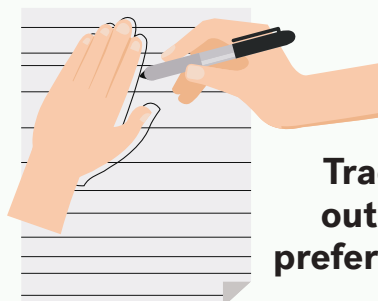
**Lines do not need to be of equal distance**



For participants with vision/dexterity concerns, draw the lines/rows further apart.

## Step 3

Have participants place their preferred hand on the paper and trace an outline of it using the pen.



**Trace the outline of preferred hand**



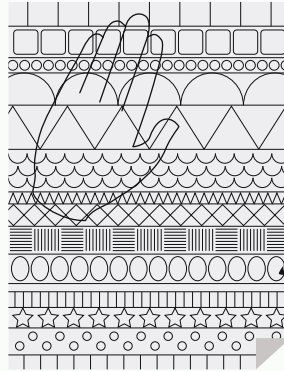
Participants may choose to make an outline of both their hands on the paper.



For participants with vision concerns, invite them to draw their hand outline with a thicker nibbed marker so that the lines will be clearer.

## Step 4

Draw a shape/line design within each of the rows. Repeat the same shape or design until each row is filled. Refer to Annex 1 and Annex 2 (on pgs 34 and 35) for examples of possible patterns.



**Draw a shape or line design within each row**



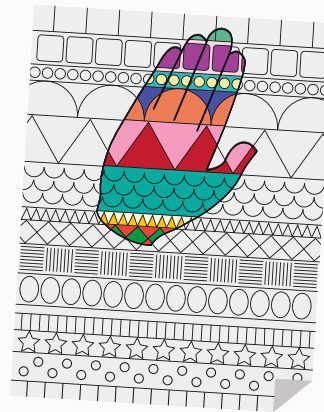
Offer examples of complex patterns to guide participants. Refer to Annex 2 on pg 35 for examples of possible patterns.



Offer examples of simple patterns to guide participants. Refer to Annex 1 on pg 34 for examples of possible patterns.

## Step 5

Invite participants to colour within their hand outline with colouring materials of their choice (e.g., Markers, colour pencils). Alternatively, they can colour the area outside of the hand outline.



Indicate sections for participants to colour in with colouring materials of their choice.

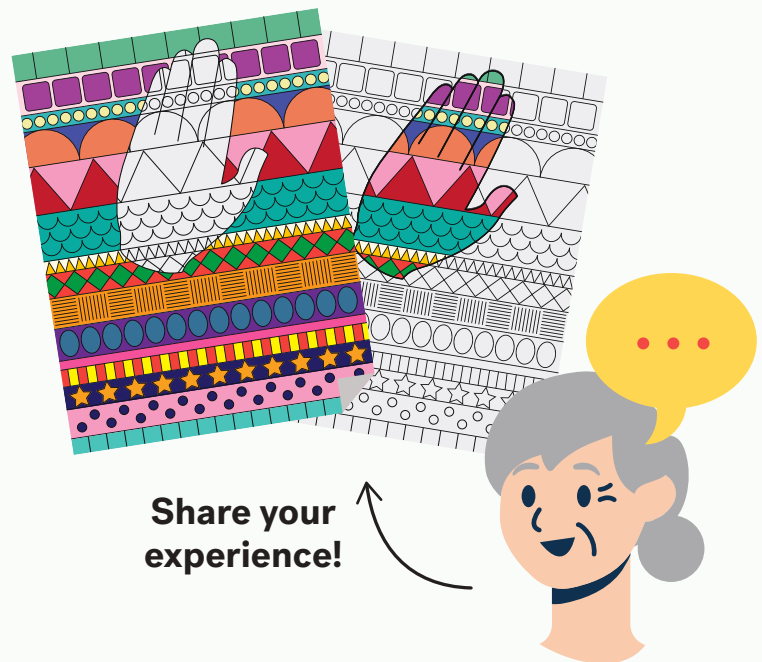


**Alternatively, they can colour the area outside of the hand outline**

## Step 6

Upon completing the activity, invite participants to share about their experiences creating it. Ask participants about the following aspects:

- What they enjoyed about the activity?
- What they learned that was new to them?
- What they would like to do with the completed artwork?
- What they might like to use as materials for future similar activities?



Share your experience!

### Tips to facilitate the session

1. Invite participants to start off by drawing familiar basic shapes (e.g., Squares, triangles, circles) repeatedly as their pattern before guiding them to create more complex shapes/designs.
2. Offer design examples to help kickstart participants' inspiration. Refer to Annex 1 on pg 34 for examples of simple patterns to start with.
3. Be familiar with the Zentangle method of creating art by watching videos online for more information.

### Further art ideas to explore

- Participants can draw other shapes such as footprints, outline of letters and animals or include a combination of both.
- Work on a joint artwork on a single piece of paper with several participants including their preferred shapes, designs and colours.
- Expand the project by cutting out and assembling the various participants' decorated pieces together into a larger artwork.

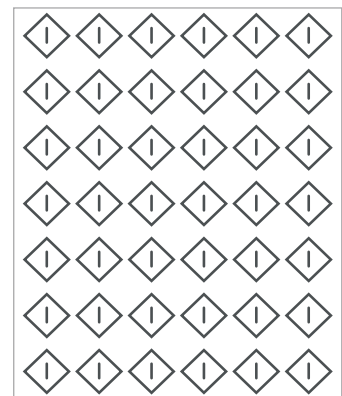
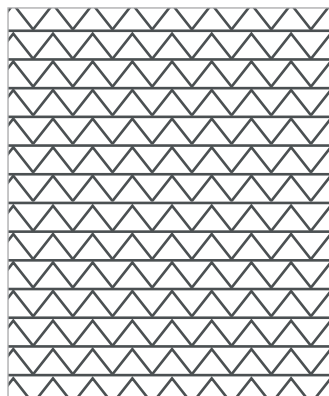
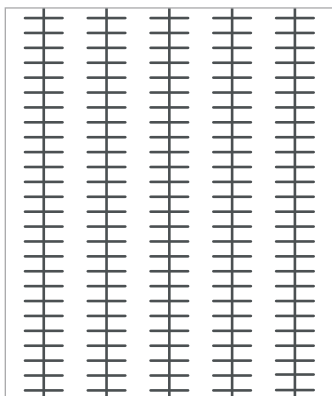
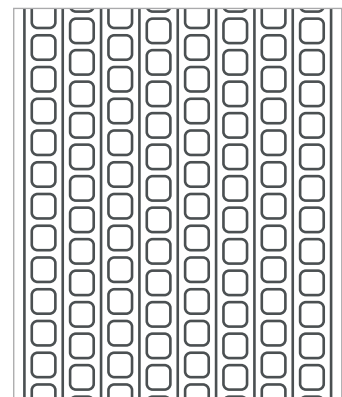
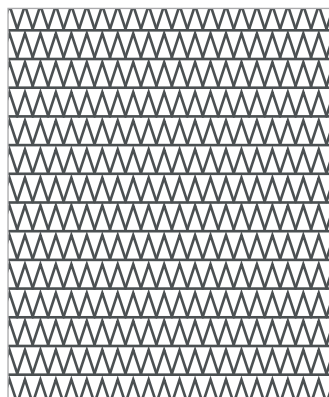
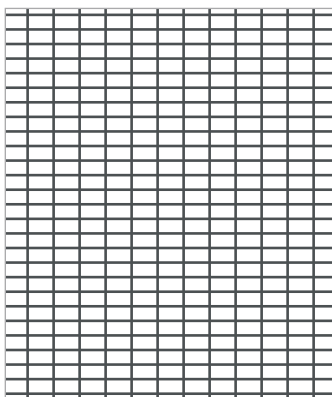
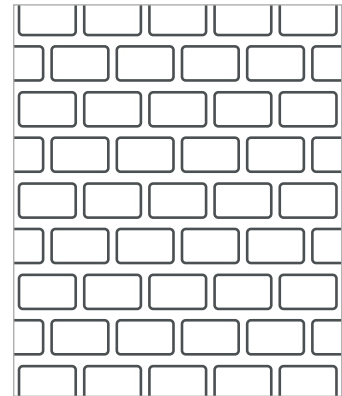
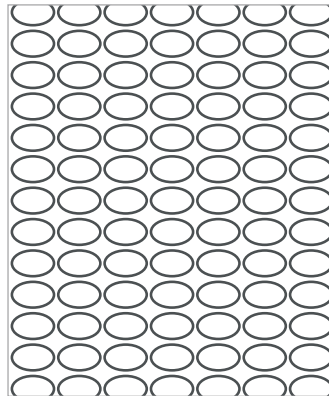
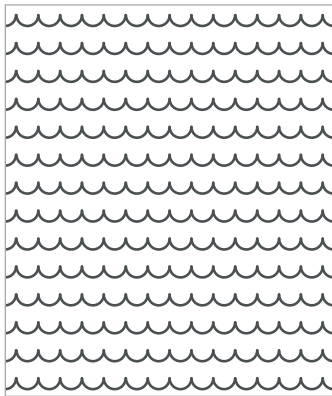
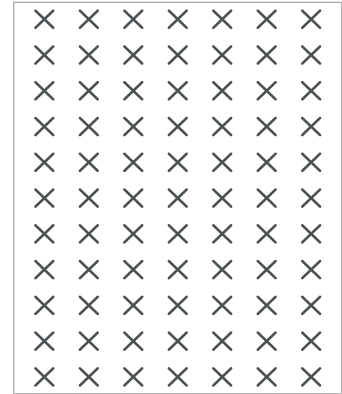
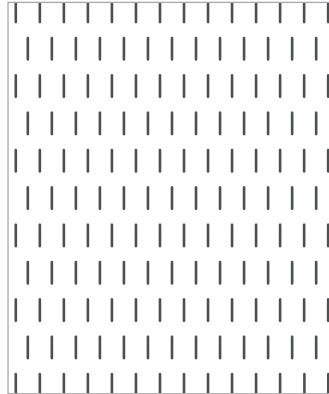




# Annex 1



## Simple Pattern Guide

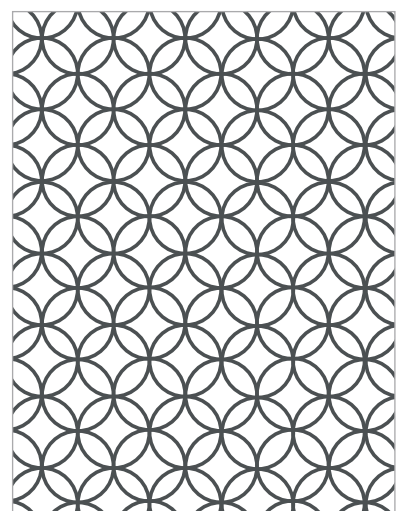
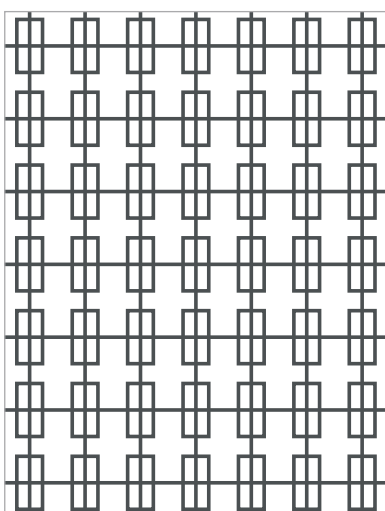
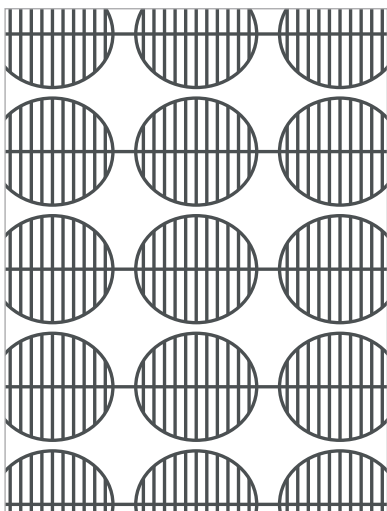
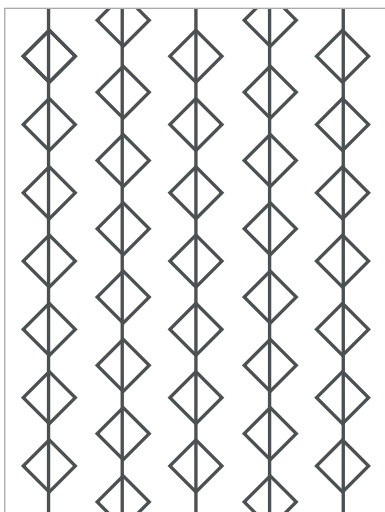
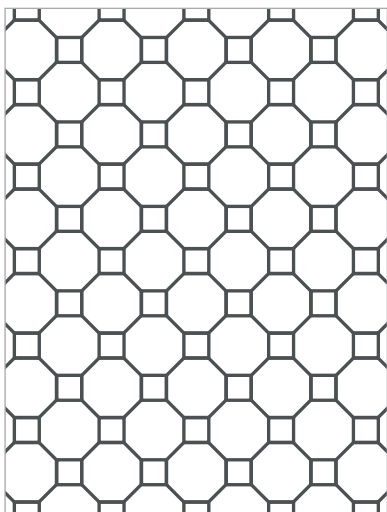
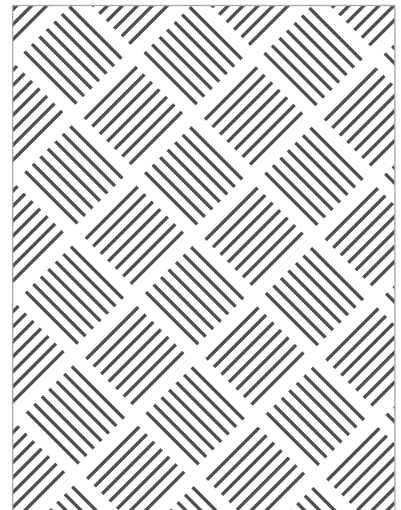
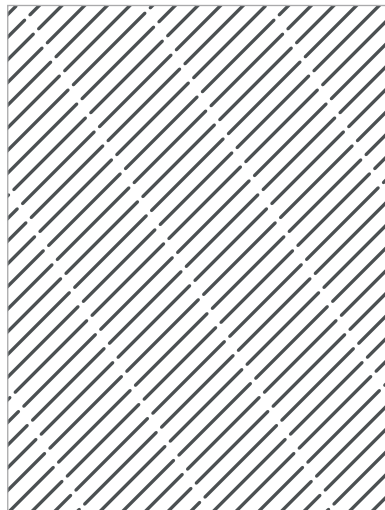
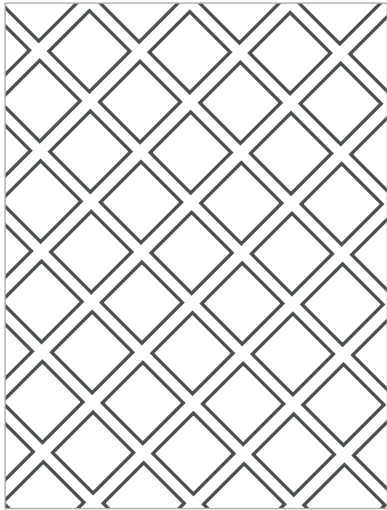




# Annex 2



## Complex Pattern Guide



## Activity 5

# Tuning Into the Past

*This activity was inspired by the project “Music Memory Box” by Chloe Meineck in the United Kingdom.*

Take part in a music-based activity and put together an individual/group music memory box comprising familiar tunes, stories and memorabilia. This activity harnesses the beneficial effects of music engagement and reminiscence to promote social connections. The activity can be carried out across a few sessions or a component can be chosen as the main activity.

Contributor:

**Lim Peng Peng**



## The benefits

Five Ways to Wellbeing

### Connect



converse with others about familiar and favourite tunes and songs

### Be Active



engage in a craft activity to create a music-related box

### Take Notice



listen to the melody, rhythm and lyrics of different songs

### Keep Learning



enjoy a new song

### Give



share your favourite tunes with each other



## Materials required

### Music Engagement (for the group)

1. Laptop, tablet or mobile phone with speakers and an Internet connection with access to online music resources such as *Youtube, Spotify, etc.*
2. A notebook and pen for jotting down the song or singer's significance to participants (e.g., Reasons why a song is liked, related songs or memories)
3. Related photographs, such as popular singers, music band or album covers from the participants' era

### Optional Items

4. Simple hand instruments such as bells or shakers

### Music Memory Box (per participant or group)

5. An empty box large enough to hold all the required items
6. A notebook and pen for jotting down the song or singer's significance to participants (e.g., Reasons why a song is liked, related songs or memories)
7. Magazines and newspapers (old magazines and newspaper can be used for reminiscence while newer materials can be used as craft supplies)
8. An assortment of colouring and other craft materials such as decorative card paper, colour pencils, markers and glue
9. Photographs, trinkets and memorabilia which the participant or their family members are open to contribute – inform the participants that the items may be cut or trimmed
10. Music-related images/Clipart (e.g., Record turntables, vinyl records, cassette tapes, popular singers from the participants' era)
11. Hole punch
12. Metal ring or wire tie to fasten the cards together

## How to prepare for the activity

### Music Engagement



- Prior to the music engagement session, find out about participants' preferred songs and singers. This can be in the form of a first visit where the facilitator can get to know participants or speak to participants' caregiver or family members. Prepare the following items for use during the activity:
  - a. Photographs of participants' favourite singers and music bands and/or popular singers and music bands from that era;
  - b. Photographs of music venues such as concert halls, nightclubs, cabaret, bars, and other entertainment spots;
  - c. Related music memorabilia such as old concert tickets, programme booklets;
  - d. Videos, compact discs or live streaming of the songs;
  - e. Lyrics and related information about the singer or band and the songs such as background of the song, information on the music genre and singer/band.

- If in doubt, knowing the age and language preferences of the participant can also help to better shortlist other related information. The song choices can be refined after subsequent visits.
- If facilitating a group session, it is good to place residents of approximately the same age (within the same decade) and same language preferences together.
- Prepare a list of familiar or popular songs with seniors, such as local songs or evergreens, in case the participants cannot think of any favourite songs.

### Music Memory Box

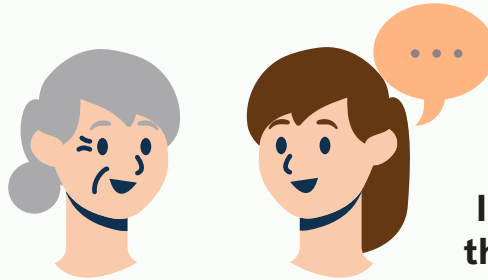


- Provide a table large enough for the materials and high enough to facilitate use with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean up.
- Provide samples of completed boxes for reference.

# The steps

## Greeting and introduction

Introduce the activity, sharing its focus – to enjoy music together and to get to know each other better through favourite music and songs.



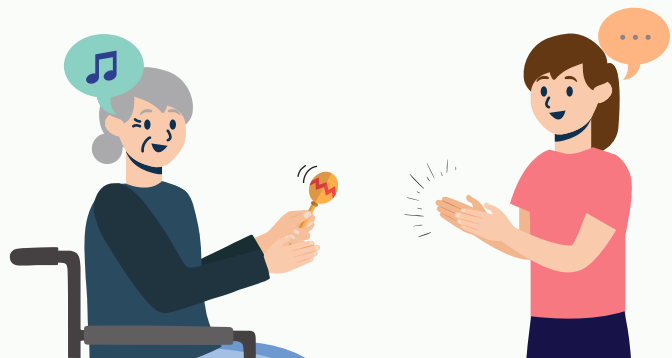
**Introduce the activity**

## Enjoying Music Together

*This activity can be paired with “Creating a Music Memory Box” or held on its own. (refer to Preparation Steps on pg 38 for more information)*

### Step 1

For this activity, invite participants to clap along or play simple hand instruments such as bells and shakers to popular music. Examples can include local favourites such as “Di Tanjong Katong” or “Chan Mali Chan”.

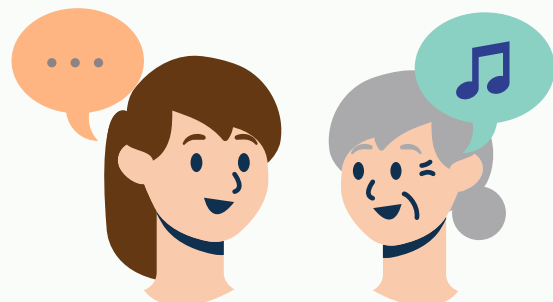


**Clap or play instruments to popular music**

### Step 2

Have participants share what they know about the songs.

(Tip: Make a note of key comments by participants to aid future discussions on their interests and music choices.)



**Share about the song**

## Step 3

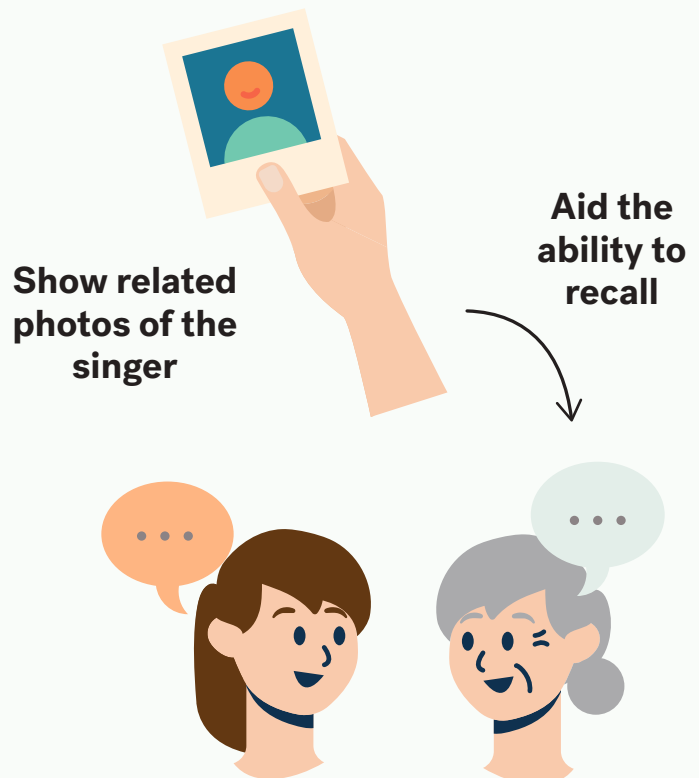
Next, play a segment (e.g., Chorus) from one of the participant's favourite songs and ask who else likes the song/rhythm/voice.

Alternatively, play a song that was popular during the participants' era and ask who likes the song/rhythm/voice. If this is not a song that the participants enjoy, use this as an opportunity to ask for suggested songs. This can either be accessed immediately via the Internet or prepared for the next session.



## Step 4

Show participants related photographs of the singer, music band or album covers to aid recall.



For participants who face difficulties recalling the required information, ask them:

- What they like about this song? (Offer prompts about the singer's voice, beat or melody if necessary)
- Invite them to sing a song that they like and ask them to share why they like it.

## Creating a Music Memory Box

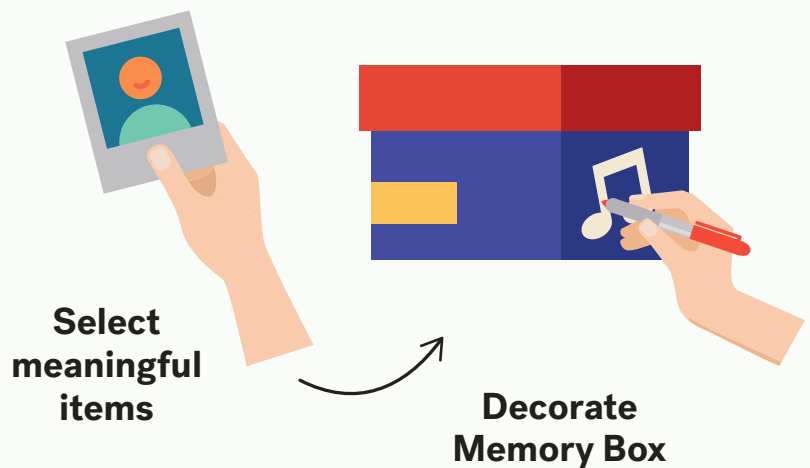
### Step 1

Play a selection of the participants' favourite songs in the background.



### Step 2

Invite participants to select items such as photographs, clipart and trinkets which are meaningful to them to decorate their Music Memory Box. Participants can also decorate the inside surfaces of the box if they prefer.



### Step 3

For those who would prefer suggestions on how to decorate their box, ask them to consider adding in the following aspects:

- Their name, photo or drawing;
- Their favourite song, singer, song title or lyrics on the box.

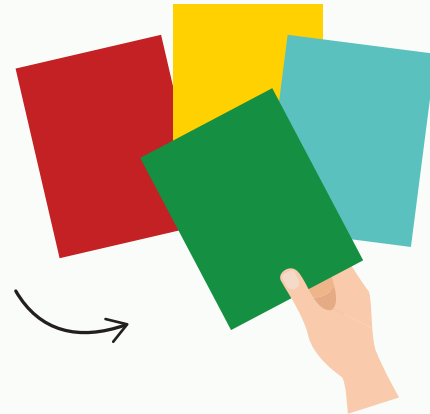


## Filling the Box with Memories

### Step 1

Invite participants to select different coloured paper to create music memory cards. This will subsequently be stored in the box.

Select  
coloured  
paper



### Step 2

Suggested items to include in each card are as follows:

- The name of their favourite singer or music band;
- Favourite songs – list as many as possible, including the singer;
- Songs that make them happy;
- Favourite memories associated with the song;
- Photograph of their favourite singer or music band;
- Photographs related to a music-based memory (e.g., Popular music venue, their own photo);
- Lyrics to favourite song;
- Favourite new songs – this could be as a result of the “Enjoying Music Together” activity (refer to pg 39);
- Ask participants to suggest what else would be meaningful for them to include.



Include photographs,  
lyrics



GRADE



DOWN

If participants have difficulties writing, a facilitator or co-facilitator can be paired with them to complete the activity.

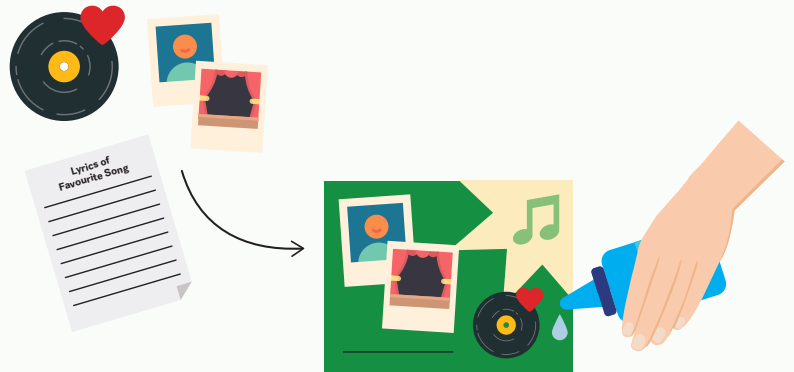


### Step 3

Ask participants to decorate each card.



Create a template for participants to fill if they experience challenges decorating the card.



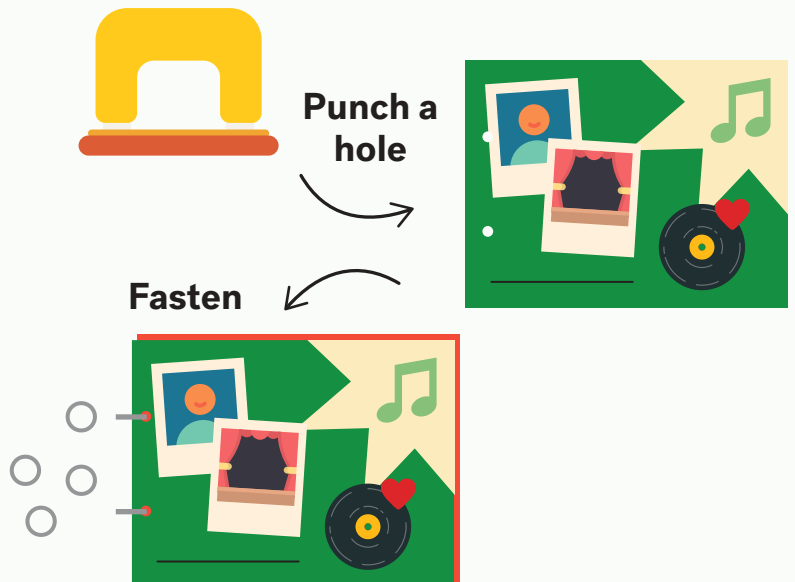
**Decorate the card**

### Step 4

Punch a hole at the corner of the card and fasten them together.



If participants have difficulties using the hole punch, a facilitator or co-facilitator can be assigned to either assist them with it or as part of the preparation, punch holes in the cards before the activity.

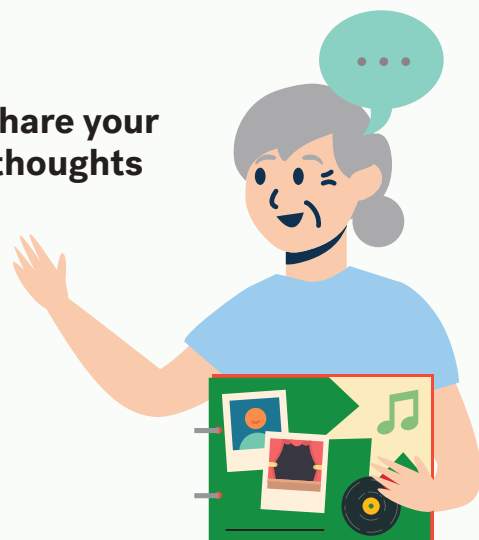


### Step 5

After the completion of the Music Memory Box, invite participants to share:

- What they have included for the Music Memory Box and why?
- What they enjoyed about this activity?
- What they learned about fellow participants?
- What else they would like to include in their box or cards?

**Share your thoughts**



## Tips to facilitate the session

1. With the permission of participants, review their cards and compile the information for use in future music sessions. A suggested template is below for your reference:

Participant's Name	Song	Singer	Remarks/Significance
			e.g., Favourite Song

2. Be prepared to share about your own favourite songs and singers, including playing them to encourage participants to share. If participants are more outgoing, consider:
  - Having a communal singing session (provide lyric sheets with large fonts) or invite participants to sing their favourite songs;
  - Having a dancing session while listening to the music. Participants who are in wheelchairs can also participate by moving their arms, using the hand instruments, or tapping their toes and/or hands to the music.

## Further art ideas to explore

- Change up the theme! Explore the following ideas:
  - Soundtracks of favourite movies, dramas or TV programmes;
  - Festivals and special occasions such as Christmas, Chinese New Year, Hari Raya, Deepavali, National Day and birthdays;
  - Favourite countries – participants can share songs from the country that they have connection to;
  - Religious music such as hymns and meditative chants;
  - Broad themes such as songs they used to sing to their children/grandchildren or songs that were sung to them (do check beforehand for sensitivities regarding this area before deciding if it will be a theme used during the session).
- Include musical instruments for facilitators/participants. Some examples include:
  - o Guitar/Ukulele
  - o Cajon/Drums
  - o Harmonica
  - o Tambourine
- Form a singing or music group to perform for different occasions.

### Reference

1. Meineck, Chloe. (2018). Music Memory Box. Retrieved from <https://www.studiomeineck.com/music-memory-box/>

## Activity 6

# Frame It Up!

*This activity was inspired from various online resources which use pasta for art.*

Use recycled materials to create useful new items while enhancing dexterity, coordination and cognition. Create a photo frame and decorate it with items that show off participants' creativity and/or which are meaningful to them. This activity has a few segments and can be paced out according to participants' needs.



Contributor:

**Veeraian Chetiyar Praba**

## The benefits

Five Ways to Wellbeing

### Connect



get to know each other better by sharing photographs/preferred pictures for display

### Be Active



enhance dexterity and fine-motor skills

### Take Notice



pay attention to the different textured materials

### Keep Learning



explore creating useful items with recycled materials

### Give



share your recycled creations with others



## Materials required per participant

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Used cardboard boxes (e.g., Diaper box)</li> <li>2. Scissors/Pen knife (use with caution!)</li> <li>3. Glue (e.g., Quick bonding, latex, glue gun with glue sticks)</li> <li>4. Pencil/Marker</li> <li>5. Acrylic paint</li> <li>6. Painting tools (e.g., Paintbrushes, sponges)</li> <li>7. Paint palette/Oil resistant paper (e.g., Chicken rice wrapper)</li> <li>8. Water container (to wash paintbrushes)</li> <li>9. Cloth (to dry paintbrushes)</li> <li>10. Pasta (see "Preparing the pasta" on pg 47)</li> <li>11. Photographs</li> </ol> | <ol style="list-style-type: none"> <li>12. Photo frame templates (approx. 15cm x 15cm, see Annex 1 on pg 54 for templates)</li> <li>13. Decorative accessories (e.g., Coloured paper, lace, beads, buttons)</li> <li>14. Varnish (always apply varnish in a well-ventilated area!)</li> </ol> <p><b>Optional Items</b></p> <ol style="list-style-type: none"> <li>15. Hairdryer</li> <li>16. Extension cord</li> <li>17. Gloves</li> <li>18. Blu-Tack</li> </ol> |
|--|--|

## How to prepare for the activity

- Provide a table large enough for the paper, materials and high enough to facilitate use with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean up.
- Prepare samples of completed artworks for reference.

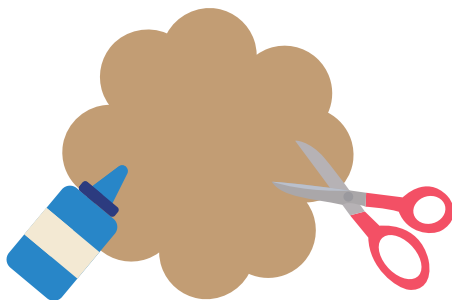
### Preparing the pasta



- Dry the pasta by putting them in a pan over very low heat. This will keep it insect-free in the future. Be careful not to burn the pasta!
- Cool the pasta and store in an airtight container.

### Preparing the templates

(Tip: Invite participants who are able to help out in this area to participate in this step.)



- Pre-cut the front of the photo frame templates (see Annex 1 on pg 54 for templates).

- Pre-cut the photo frame bases (see Annex 2 on pg 55 for templates) for participants and pre-fold.
- As cardboard differs in weight, test to ensure the photo frame with decorative items glued on will not tip over using the base that you will be providing.
- Each participant gets a set of craft materials. Paint can be shared between two participants.

### Preparing the photographs



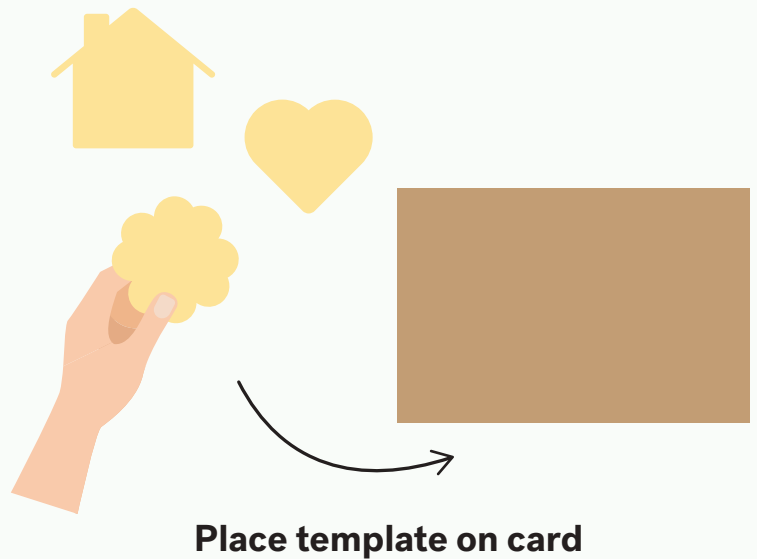
- Invite participants to find photographs they would like to use for this activity, reminding them that they may need to cut the photo.
- Alternatively, arrange for a simple photo taking session and print out the photographs for use. Consider adding props to make the session more fun!
- Photographs can be taken individually or in groups, with other participants, staff, volunteers and loved ones.

# The steps

## Creating the Front of the Photo Frame

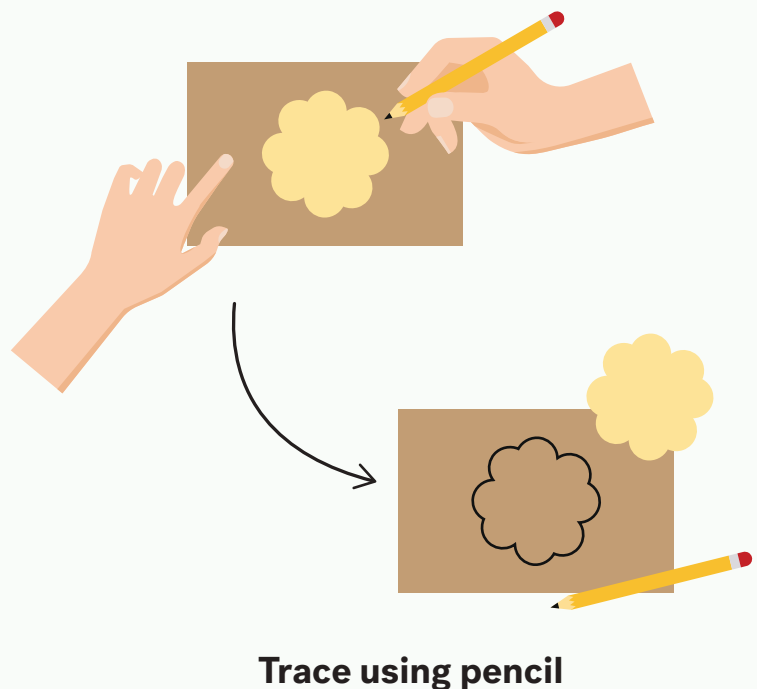
### Step 1

Invite participants to choose their desired template for the front of the photo frame and to place it on the cardboard. Do ensure that the template is large enough so that participants can include a photograph that will be visible.



### Step 2

Using a pencil/marker, have participants trace out the template.



GRADE



UP

Participants can draw their preferred shape for their photo frame instead of tracing out the template on the cardboard.

GRADE



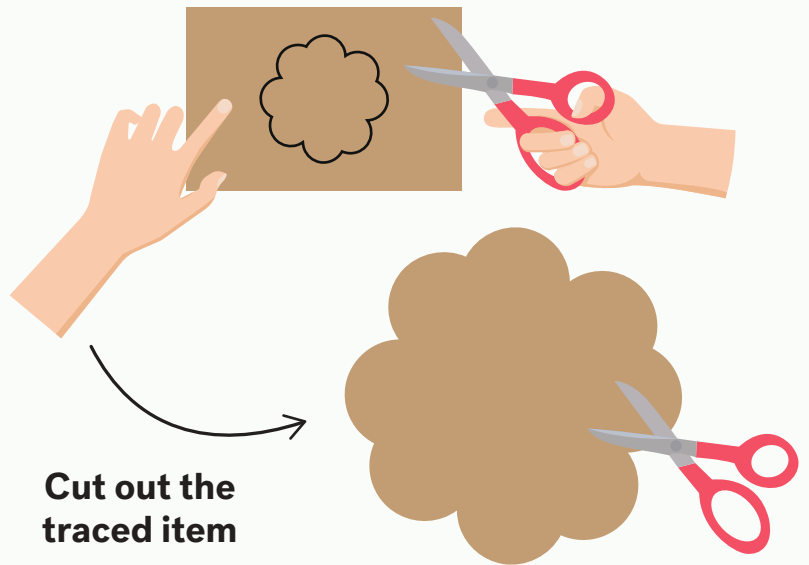
DOWN

Pre-cut and invite participants to choose the one they would like for their photo frame.

### Step 3

Cut out the traced items using scissors or a pen knife. The facilitator may need to assist participants during this step.

Participants may also choose to use less complex patterns (e.g., More square corners) so that they can complete this step independently.

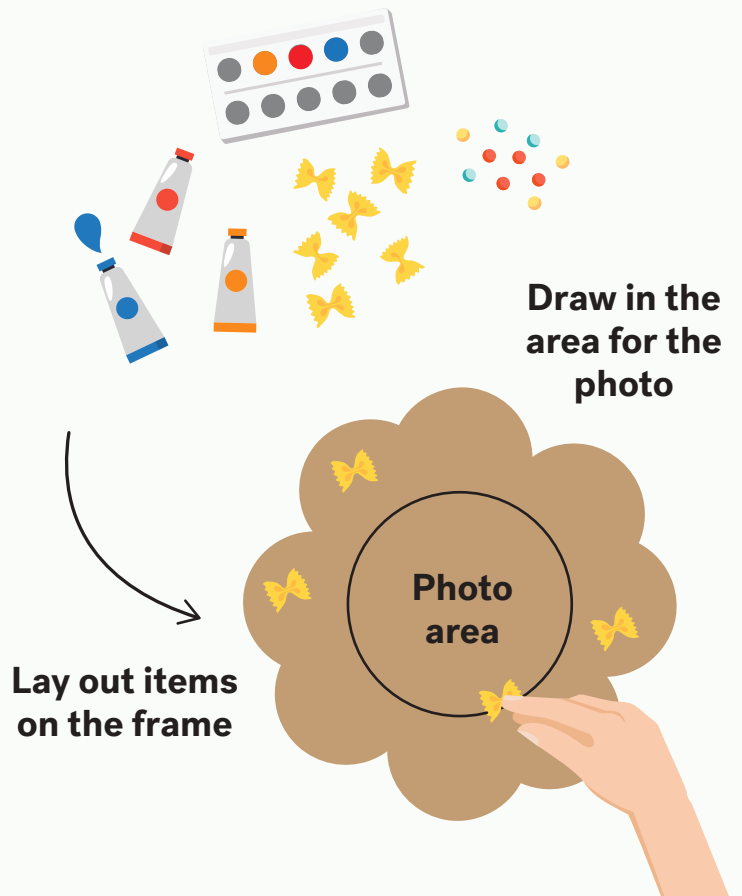


### Step 4

Invite participants to draw in where they would like their photograph to be (photo area). Have them choose and layout their preferred decorative items (e.g., Decorations and pasta choices). Invite them to pick their paint colours.



- If participants experience difficulties choosing from the wide selection of colours, narrow the selection down to two colours for them to choose from.
- Offer a range of painting tools, such as brushes with different grip sizes, sponges, etc. Alternatively, participants can also choose to finger paint.
- Foam can be added to make the paintbrush handle thicker.



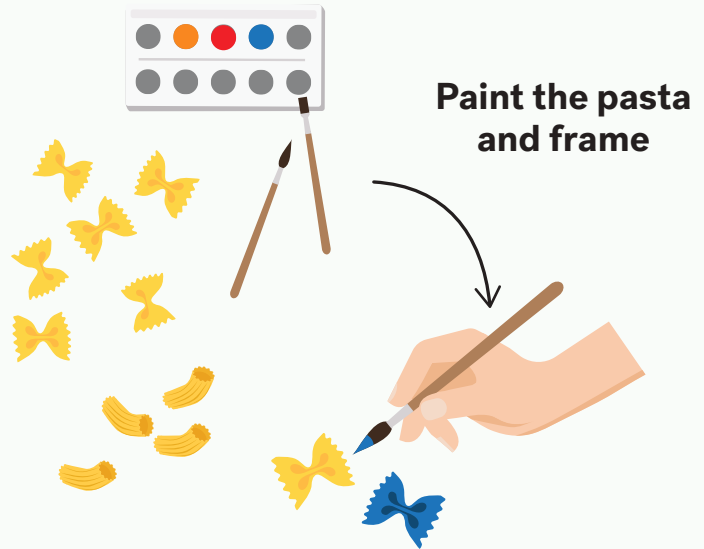
## Step 5

Using a paintbrush, paint the pasta, frame and allow them to dry.

(Tip: Use a hairdryer so that the paint dries quicker.)

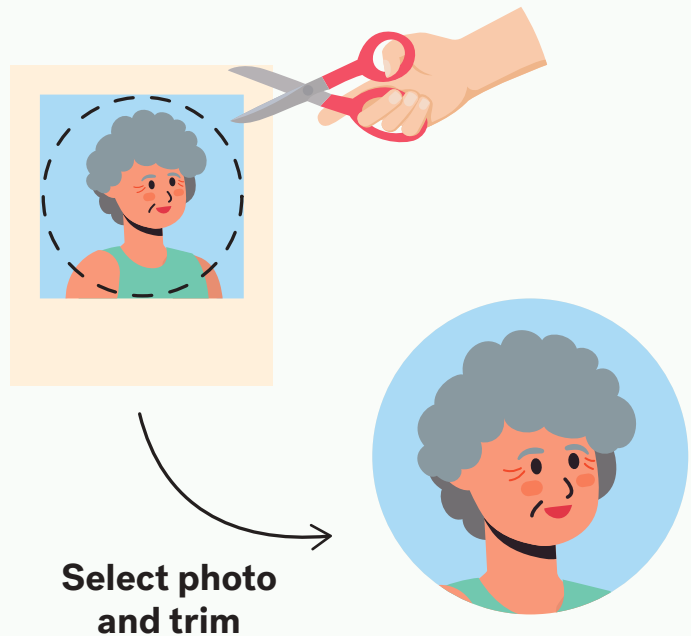


Participants can dip the pasta into paint if they prefer.



## Step 6

Select a photo and trim it according to the shape of the photo area (double check that participants are agreeable to the photo!). Facilitators may need to assist participants for this step. Glue the back of the photo and paste it into the designated photo area.





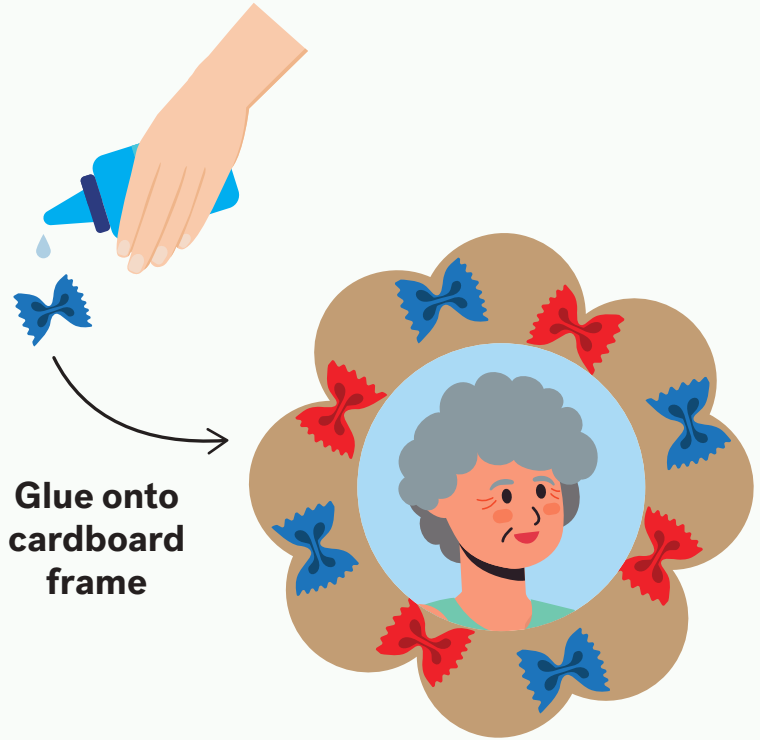
## Step 7

Glue the coloured pasta and decorative items onto the cardboard frame.

(Tip: Hot glue gun works best but use it with caution as it gets very hot!)  
Facilitators may need to assist participants with this step.

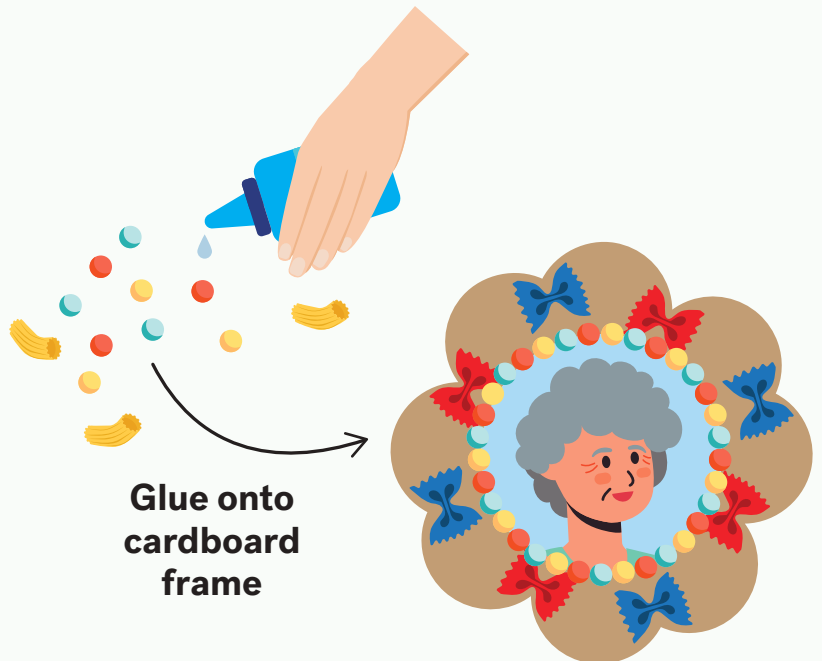


Facilitators can apply quick bonding glue onto the frame for participants to paste on their pasta and decorative items. When using quick bonding glue, do so in a well-ventilated area and offer gloves to participants.



## Step 8

Add on additional decorative items, if required.

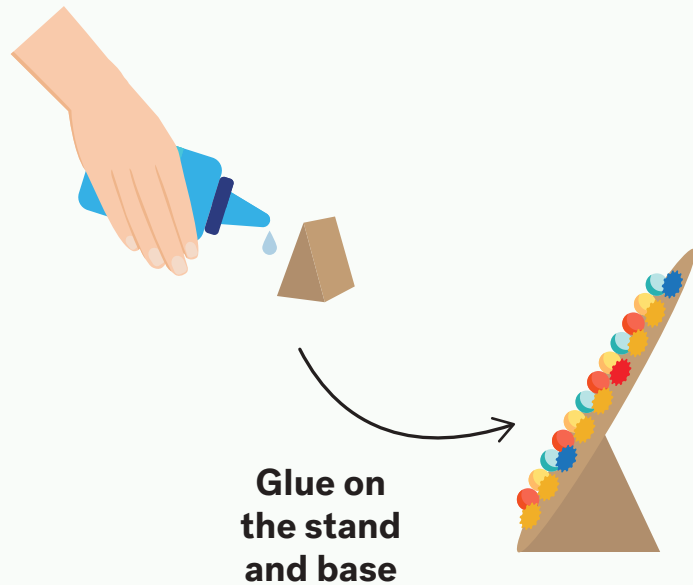


## Creating the Photo Frame Base

### Step 9

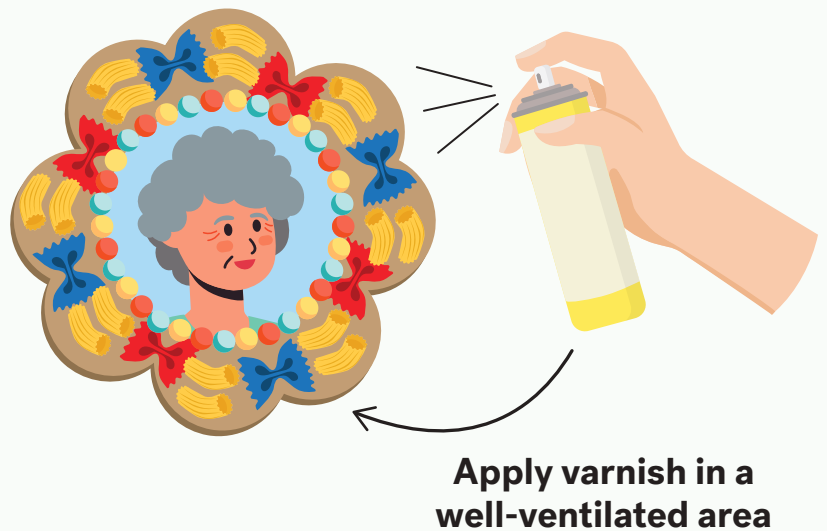
Invite participants to take a photo frame base that will be most suitable for their photo frame (large/heavy enough so that the frame will not tip forward).

(Tip: If a new frame base is required and cannot be made on the spot, use Blu-Tack to stick the frame base down to the table first and create the frame base later.)



### Step 10

Apply a layer of varnish to keep the frame insect-free and to give it a glossy finish. This step should be done in a well-ventilated area.



## Step 11

While the frame is drying, invite participants to share about the following aspects:

- What was the reason for their photo choice?
- What memories do they have associated with their photo (e.g., People, place, occasion)?
- What did they enjoy about the session?
- What items would they like to make in the future using recycled materials?



**Share your thoughts**

### Tips to facilitate the session

1. There are a few segments to this activity and facilitators can consider carrying it out across a few sessions if required.
2. In order to better manage participants' expectations on the outcome of each session, show them what the overall end-product will look like and the expected outcomes for the day's session, such as the frame or painted pasta.

### Further art ideas to explore

- Add additional components to the photo frame, such as a pen stand.
- Invite participants to decorate a large board and add their own frames (no bases required) so that it can be placed together as a large collective collage.
- Create frames according to different festive themes (e.g., Christmas, Hari Raya, Chinese New Year, Deepavali) or other themes (e.g., Underwater, floral, sports) and decorate them accordingly with colours and motifs.

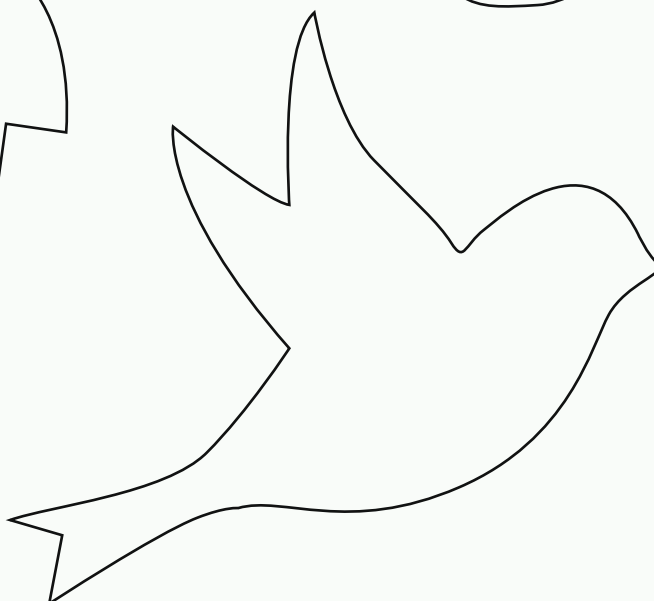
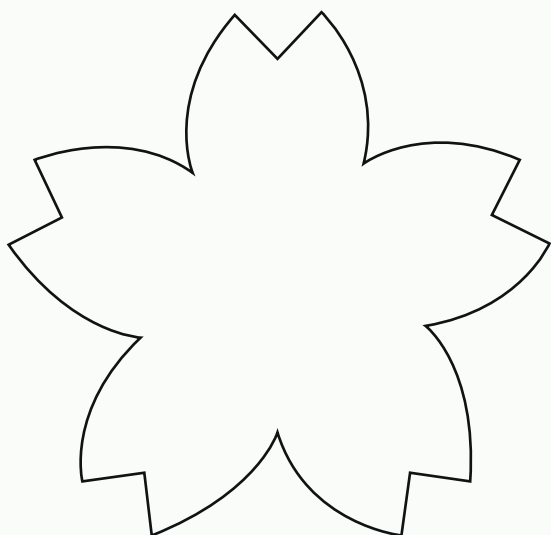
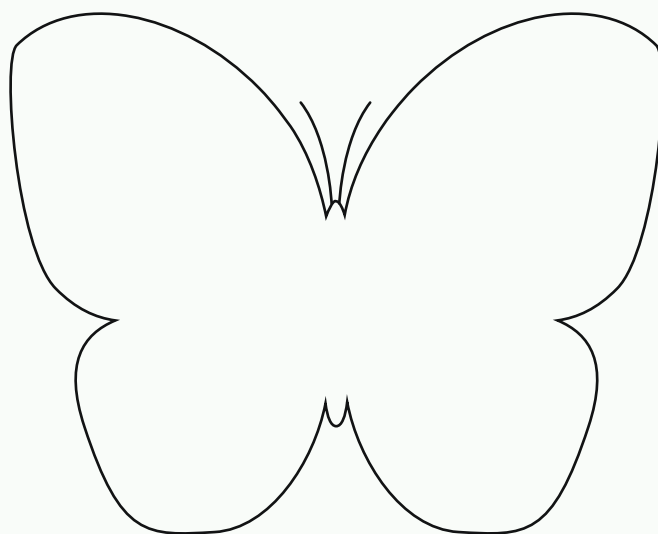
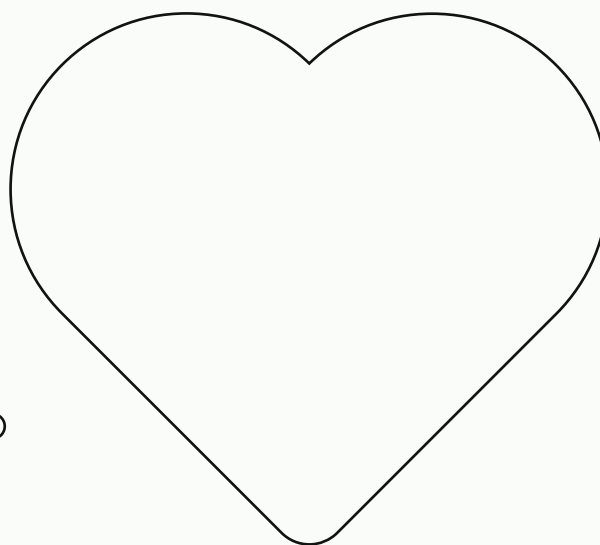
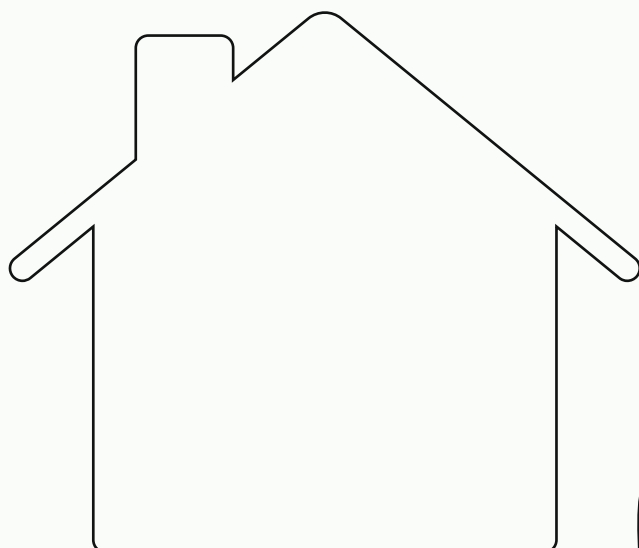
#### Reference

1. Constable, C. (2018). Fun Crafts Made From Dried Pasta. Retrieved from <https://www.diys.com/crafts-made-from-dried-pasta/>.
2. WikiHow. (2018). How to Make a Pasta Frame. Retrieved from <https://www.wikihow.com/Make-a-Pasta-Frame>.

## Annex 1 (Front of Photo Frame)

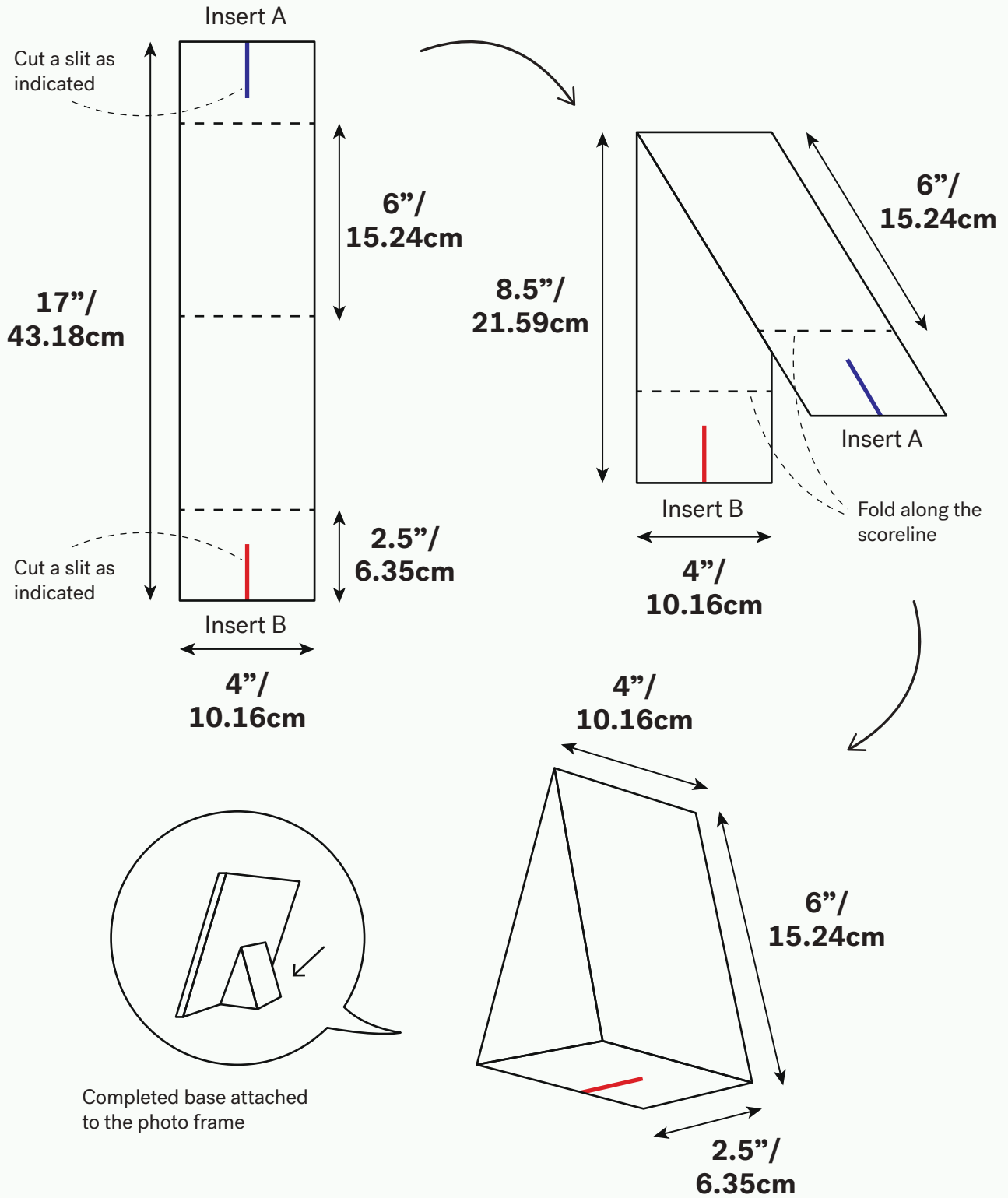
Please refer to the templates below for photo frame shapes.

Suggested width and height: 15cm x 15cm.



# Annex 2 (Photo Frame Base)

Please refer to the template for the photo frame base.



## Activity 7

# My Best Swim

*This activity was inspired by Sherry Zak Morris' Senior Chair Yoga.*

Get moving! This creative movement activity invites participants to engage their imagination, creativity and to move their bodies to their favourite sport. It also enhances motor skills and provides a fun time for participants as they work out together in a group. Swimming is the chosen sport in this activity but facilitators are free to experiment with other sports.



Contributor:  
Maureen Navarra Aleste

## The benefits

Five Ways to Wellbeing

### Connect



have fun with others through creative movement

### Be Active



increase mobility and flexibility while engaging the imagination

### Take Notice



pay attention to the movement of the body while exercising creatively

### Keep Learning



learn a new sport through imaginative play

### Give



support each other through learning new techniques and sports



## Materials required for the group

1. Photographs related to the chosen sport (e.g., Sporting venue, swimming strokes, in hardcopy/projected)
2. Swimming attire and related items, such as goggles and floating board
3. Music playlist (songs should ideally be 80-120 beats per minute to get the heart pumping/be songs related to the selected sport)
4. Sound System/Speakers
5. Notebook and pen

### Optional Items

6. A microphone
7. Projector
8. Laptop
9. Photos printed out in sequence in large format and fastened with a ring
10. Resistance bands

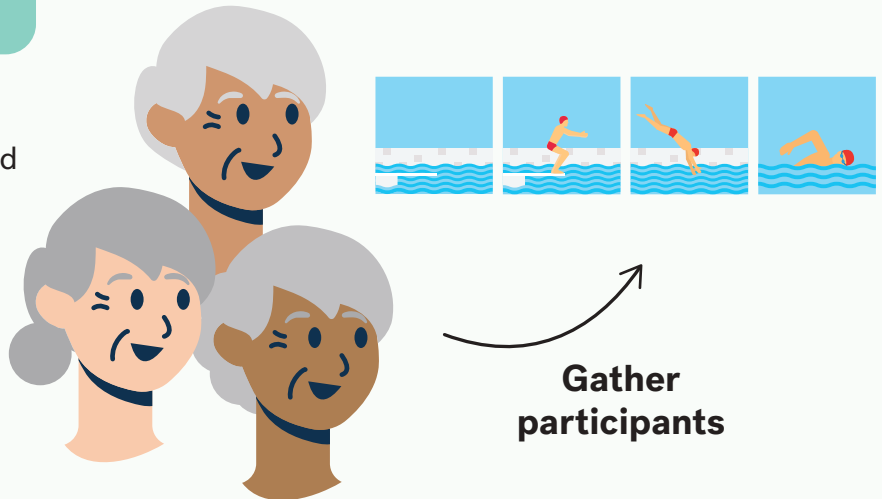
## How to prepare for the activity

- Where possible, select participants who have similar interests to enhance the level of engagement and interaction.
- Set up the space by preparing photographs of the sporting activity in sequence to guide the session (hardcopy and pasted on the wall/projected). Include the following:
  - a. A picture of the sports venue, such as swimming pool.
  - b. Different ways of participating in the activity, such as different swimming styles.
  - c. Provide related props and items, such as goggles and floating board.

# The steps

## Step 1

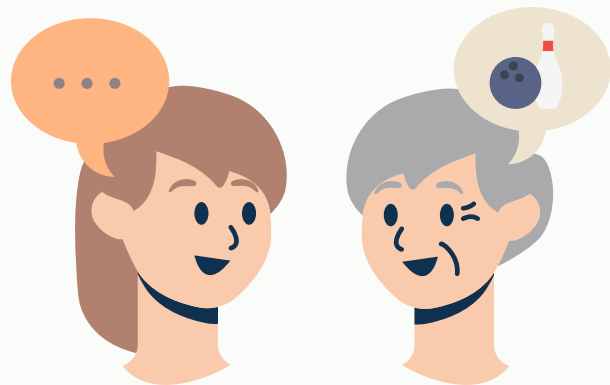
Seat participants in a semi-circle so that they can clearly see the prepared photographs (either on the wall, projected or in hardcopy).



## Step 2

Invite them to introduce themselves to the group and to share their favourite sporting activity.

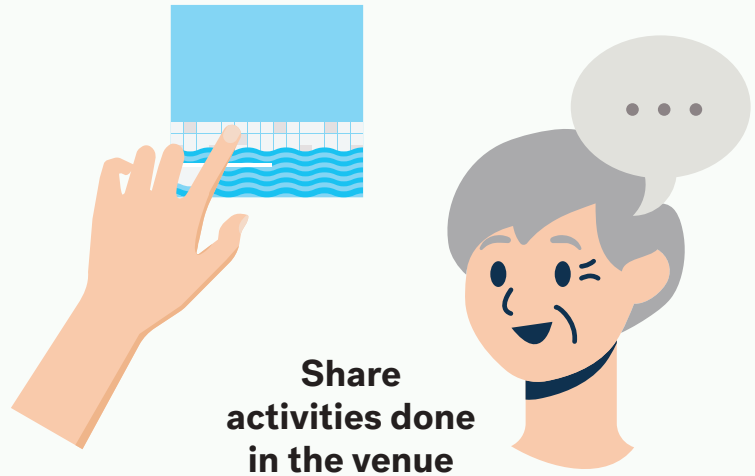
(Tip: Using the notepad and pen, make a note of these for future sessions!)





### Step 3

Introduce the activity for the day by pointing to the first image – of a swimming venue – and ask participants to share common activities or sports performed at the venue (e.g., Diving, water polo).



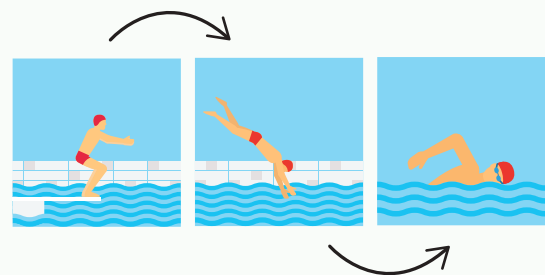
### Step 4

Pass the swimming attire and related items around the group and ask participants to share more about swimming and what swimming strokes they have seen or prefer to swim and why.



### Step 5

Introduce one swimming stroke at a time – show participants the sequence of actions via the photos on the wall or a projector.



Show the sequence of actions



If participants have difficulties seeing the photographs, provide them a hardcopy version, fastened with a ring, so that they flip through these images to follow along the activity.

## Step 6

Invite a few participants to demonstrate the sequential movements of the stroke, while the rest follow their movements. Do eight repetitions of a stroke before changing to another stroke.



Facilitators can demonstrate the strokes one at a time and invite participants to follow them. The number of repetitions can be reduced to align with participants' physical abilities.



**Demonstrate and do eight repetitions before changing**

## Step 7

Invite participants to imagine that they are going for a swim and are now preparing for it. Guide the imagination sequence:

- Getting to the venue;
- Changing into their swimming outfits;
- Walking to the poolside;
- Rinsing off - turning on the shower, reacting to the cold water, rinsing off, turning off the shower;
- Warming up - stretching their arms and legs in repetitions of four.

(Tip: While the music may be upbeat and fast, remind participants that they can take a slower pace at any time.)



**Imagine you are going for a swim**



Participants can lead the activity, suggesting movements for others in the group to follow or each participant can take turns to act out a component of the sequence (i.e., Getting to the venue).



If participants have difficulties moving their legs, they can use their hands instead. They can also suggest a related sound for others in the group to follow if movement is difficult.

## Step 8

Next, invite them to imagine that they have reached the pool and are now about to get in. Guide them through the following sequence:

- Bending down to touch the water;
- Dipping their fingers and hands into the water (repetition of four);
- Dipping their toes and legs into the water (repetition of four).

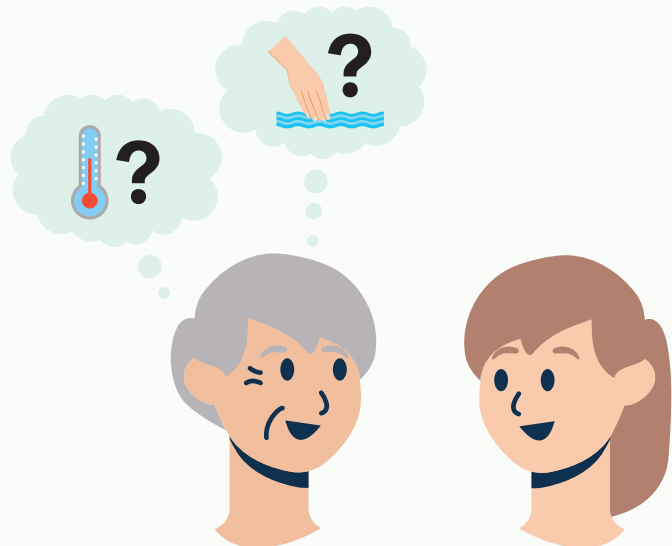


**Imagine you have reached the pool**

## Step 9

Ask participants the following questions:

- How does the water temperature feel?
- How does it feel on their skin?
- How will they get into the pool? (e.g., Dive, slowly lower yourself)

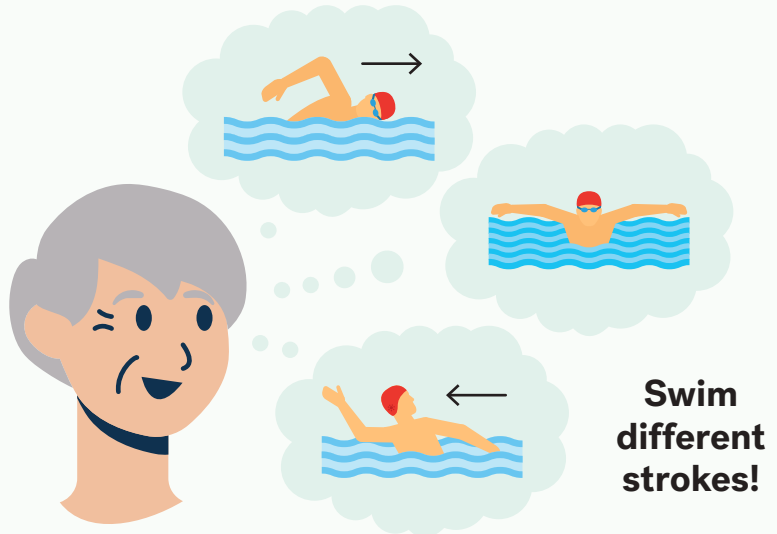


**Ask participants**

## Step 10

Invite participants to imagine diving/swimming in the pool. Guide them through the following sequence:

- Swimming freestyle  
- 15 seconds x 2 sets;
- Swimming breaststroke  
- 15 seconds x 2 sets;
- Swimming backstroke  
- 15 seconds x 2 sets.



GRADE

UP

- Invite participants to introduce swimming strokes for others to follow.
- Increase the number of repetitions and/or amount of time to do it.
- Use a combination of movements to make the activity more challenging.
- Increase the speed of the movements (this can be done to the speed of fast tempo music).
- Use resistance bands to increase the intensity of the activity.
- Have a race to the end of the pool!
- Invite participants to stand for the activity if their balance is good.



GRADE

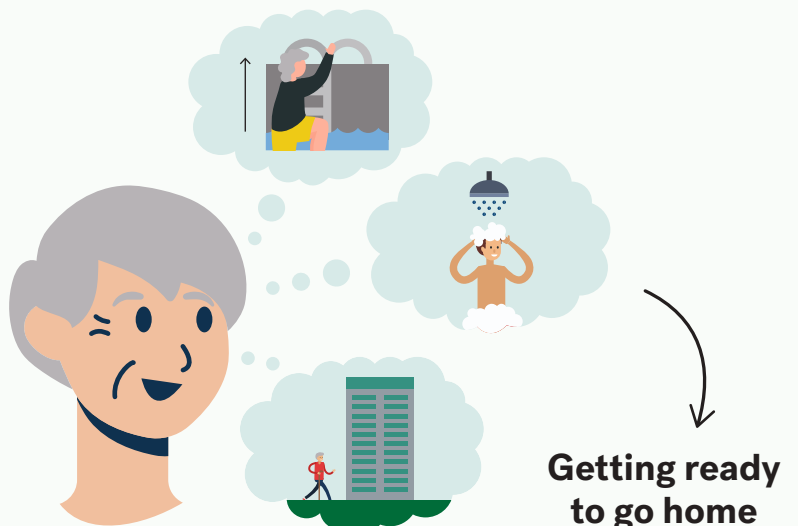
DOWN

- Reduce the number of swimming strokes or shorten the duration of time.
- Reduce the speed of the movements.
- Include some time in between the strokes for participants to “float” and rest (this can be done to the speed of slower tempo music).

## Step 11

Inform the participants that the swim has come to an end. Guide them through the following sequence:

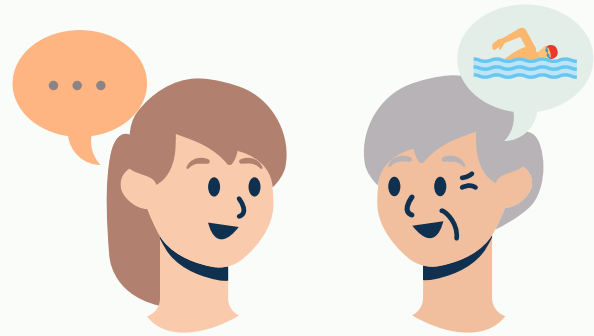
- Stepping out of the pool (e.g., Walking up the steps or climbing the ladder);
- Walking to the shower;
- Stepping out of their swimming outfits;
- Turning on the warm shower, reacting to the water temperature, rinsing and drying themselves off;
- Changing into their new set of clothes, combing their hair and putting on perfume/cologne;
- Going home.



## Step 12

Invite participants to share the following aspects:

- How was their experience of the activity?
- What was their favourite swimming stroke?
- What was something new that they learned? (This could either be about the activity or about participants.)
- What they enjoyed about the activity?
- What other ideas/activities would they like to implement the next time?



Share your thoughts

### Tips to facilitate the session

1. Rehearse the sequence before conducting the activity so that you feel confident leading it.
2. Keep instructions clear and simple and perform the actions with participants.
3. Be open to movement variations from participants to trigger imaginative movements.
4. For participants on wheelchair, lift the footrests and ensure that their feet are positioned flat on the ground for their safety.

### Further art ideas to explore

- Add decorations/props (e.g., Suntan oil, beach ball, showering items) to liven up the activity.
- Introduce different activities aside from sports, such as festive cleaning sprees (e.g., Before Chinese New Year), painting the house, etc.
- Remember to source for suitable music to liven up the experience.

### Reference

1. YogaJP.(2017)."Can't Stop the Feeling" in my Body Chair Yoga Dance with Sherry Zak Morris.[Video File]. Retrieved from <https://www.youtube.com/watch?v=9GS1CWDlkYU>
2. YogaJP.(2018).Heel Stomping Country Chair Yoga Dance! "Everybody Wants to Go to Heaven" with Sherry Zak Morris. [Video File]. Retrieved from <https://www.youtube.com/watch?v=PffX79V84Qo>
3. YogaJP.(2019).Raindrops Keep Falling on my Head Chair Yoga Dance for a Rainy Day with Sherry Zak Morris.[Video File]. Retrieved from <https://www.youtube.com/watch?v=uMXqtuuWdE>

## Activity 8

# Swirl, Curl and Twirl

*This activity was inspired by online resources for paper quilling projects.*

This challenging activity unleashes participants' creativity as it requires them to roll, pinch and curl strips of paper to create attractive three-dimensional (3D) pieces of artwork. This activity enhances the dexterity, motor skills and hand-eye coordination of participants. These techniques also enable the creation of limitless shapes and patterns just through the use of paper strips, glue and participants' imagination.



Contributor:

Lam Siu Lin, June

## The benefits

Five Ways to Wellbeing

### Connect



bond over making paper art

### Be Active



enhance dexterity, fine motor skills and hand-eye coordination through the creative process

### Take Notice



pay attention to how different patterns and shapes can form a larger image

### Keep Learning



learn the art of paper quilling

### Give



share your creative masterpieces with others



## Materials required per participant

1. Quilling tool (e.g., Toothpick, satay stick, pencil, slotted quilling tool)
2. Glue with small tip
3. Scissors
4. Quilling paper strips (e.g., In colours related to the artwork or use recycled paper)
5. Tweezer
6. Paper plate/Thick construction paper
7. Container with water

### Optional Item

8. Quilling mould/stencil
9. Hairdryer
10. Extension cord

## How to prepare for the activity

- Carry out this activity away from overhead fans so that the paper items do not blow away.
- Provide a table large enough for the paper, materials and high enough to facilitate use with wheelchairs, if required.
- Line the table and surrounding areas to facilitate clean up.
- As this is a new activity for many, ensure that the chosen patterns are suitable for your participants' abilities so that they feel that it is achievable. You may wish to start off with a completed artwork that only uses one or two basic coil shapes.
- Create a reference chart on a large piece of cardboard to show the different basic paper quilling shapes. Prepare one chart for each table.



## Creating Different Types of Coils

### Open and Closed Coils



1. Moisten your thumb and index finger with water and place one end of the paper strip on your index finger (refer to pg 68, step 3 for reference).



2. Depending on the size of the coil you want to create, choose an appropriate sized tool (e.g., Toothpick, satay stick, pencil or slotted quilling tool).

3. Coil the paper by rolling it around the quilling tool using your thumb.

4. While coiling, press your thumb firmly against the index finger and keep coiling until you have reached the end of the paper.

5. Allow the coil to expand to the required size.



6. If a consistent size is required, use a quilling mould/stencil.

7. Apply glue for a closed coil, carefully removing it from the tool once the glue has set or leave it uncoiled for an open coil.

### Tight and Large Coils



- **Tight Coil:** Wind the paper strip tightly around the quilling tool such as a toothpick, until the very end of the paper. Apply glue while holding the coil down firmly until the glue has dried.



- **Large Coil:** Wind the paper strip tightly around the quilling tool such as a pencil, until the very end of the paper. Apply glue while holding the coil down firmly until the glue has dried. For larger coils, use a tool that is larger than a pencil, such as a stick.

### Shaped Coils



- **Teardrop:** Wind and loosen the coil until it reaches the required size. Leave the coil open and pinch it on one side.



- **Eye:** Follow the same steps as with the teardrop coil but pinch it on both sides instead.



- **Petal:** Follow the same steps as the teardrop coil but curl the pointed end in the preferred direction.



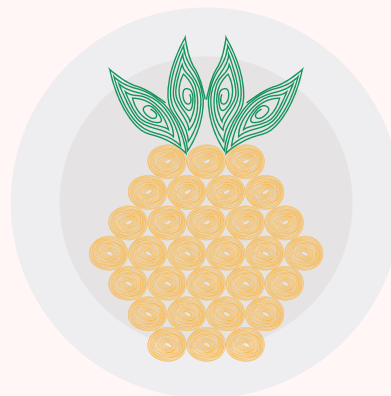
- **Leaf:** Follow the same steps as with the eye coil but curl both pointed ends in the opposite directions instead.



# The steps

## Step 1

Show participants a variety of completed samples of quilled art pieces, such as flowers, and invite them to choose a pattern they would like to follow. Remind participants that they can be as creative as they want and they do not have to follow the pattern exactly.

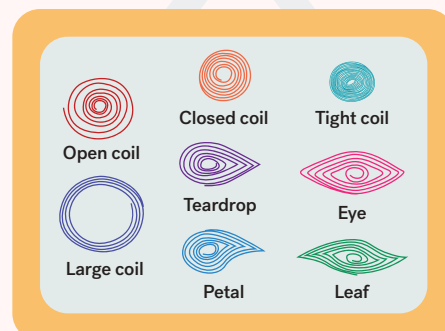


Completed art pieces

## Creating a Flower

## Step 2

Show participants samples of different types of coils on the reference chart, highlighting their shapes and similarities differences.



Show samples of different types of coils

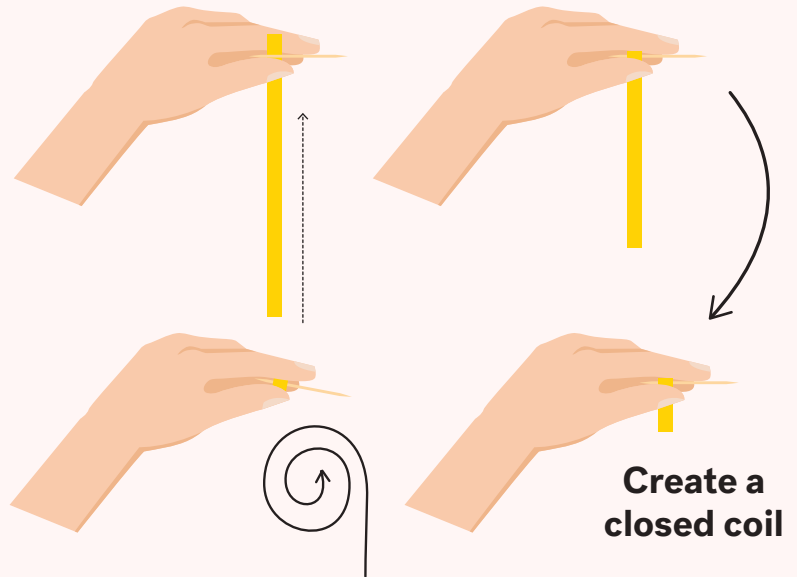
## Step 3

Invite participants to choose a coloured paper strip and show them how to create a closed coil. This closed coil will form the centre of the flower.

GRADE

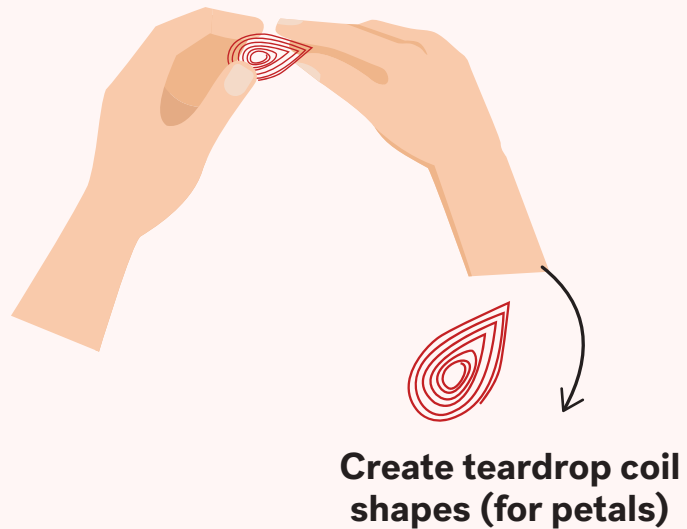
DOWN

- Use a thicker strip (width) of paper should participants have difficulty coiling it.



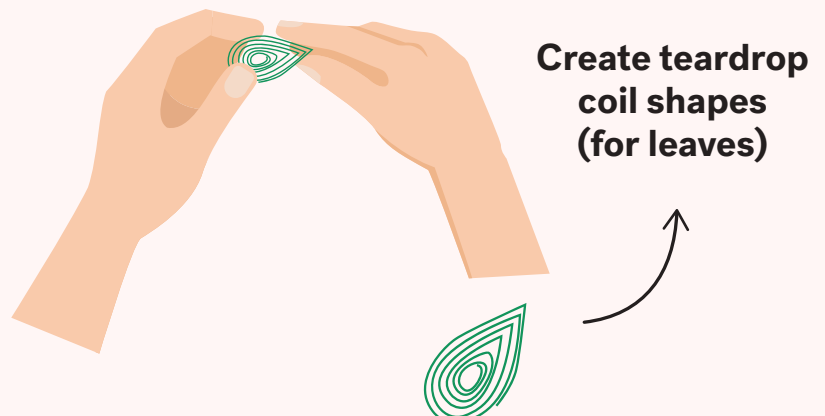
## Step 4

Next, create teardrop coil shapes which will serve as the flower petals (refer to pg 66 for instructions).



## Step 5

Using green paper strips, create several teardrop coil shapes to form leaves for the flower (refer to pg 66 for instructions).



## Step 6

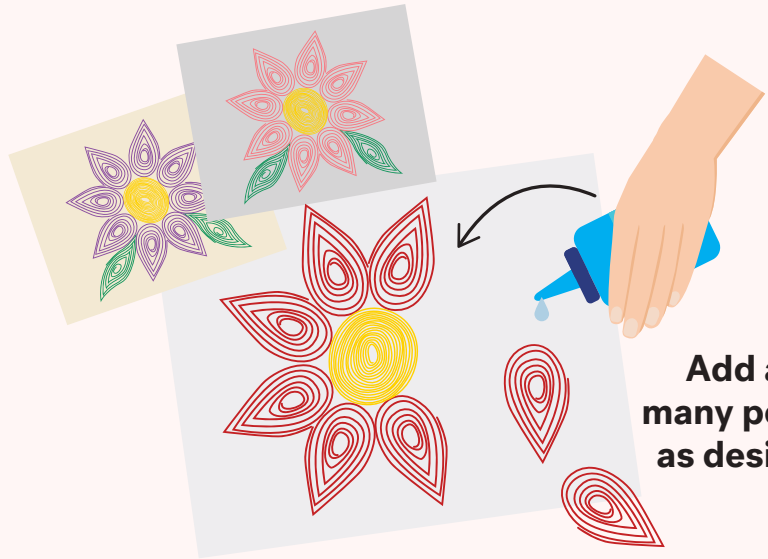
To assemble the flower, apply glue to the closed coil, which forms the centre of the flower and place it on any spot of the paper plate or construction paper.



**Apply glue to the closed coil**

## Step 7

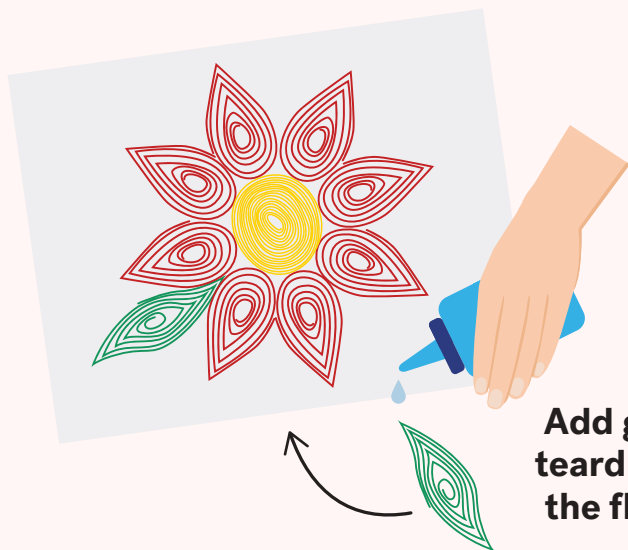
Add the petals by gluing the teardrop coil shapes to the centre of the flower. Add as many petals as desired.



**Add as many petals as desired**

## Step 8

Lastly, include the green teardrop coil shaped leaves to the flower.



**Add green teardrop to the flower**

## Step 9

Create as many flowers or leaves until you have a colourful floral bouquet. Participants can also add any other details they desire. Allow the glue to dry (use a hairdryer for quicker drying).



**Create a  
colourful  
flower bouquet**

GRADE



UP

- Participants can explore making different versions of the shown designs or create their own abstract art pieces.
- Show them other types of coils that they can make and use in their artwork.
- Encourage them to create their own coils for their artwork.

GRADE



DOWN

- Co-create the flower with participants by involving them in parts of the quilling process (e.g., Choosing the colour strips, winding the coils, applying glue) and assisting with the other steps.
- Facilitators can prepare different ready-made coils or a flower-shaped template that participants can place coils into to create the flower.

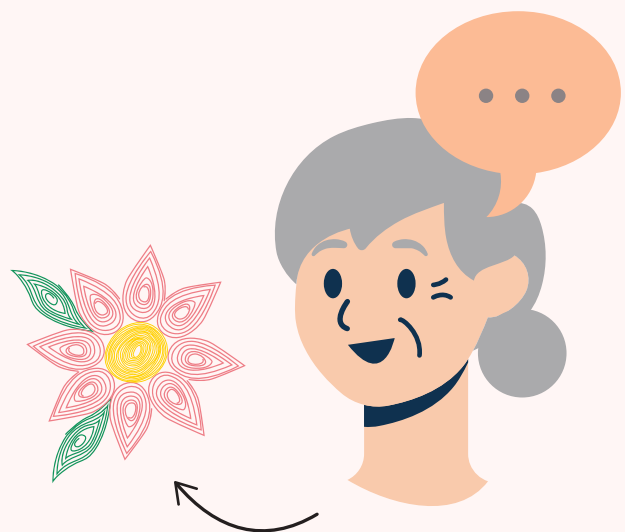
## Step 10

While waiting for the artwork to dry, invite participants to share about the following aspects:

- What they enjoyed about the activity?
- What they found challenging and how they overcame this?
- What themes/ideas/colours can be used the next time?

Also invite them to:

- Show and share about their creations with other participants.
- Demonstrate how they made their coils (especially those who have good technique) so that others too might learn from them.



**Share your  
thoughts**

## Tips to facilitate the session

1. Create opportunities for conversation and expression via open-ended questions with the participants during the session.
2. Odd numbered petals can give the design a more unique look, encourage participants to explore.
3. Use glue sparingly so that the paper does not get soggy.
4. Start with small projects first to promote feelings of success and accomplishment. This can also help participants master the skills one step at a time.

## Further art ideas to explore

- Create a large floral masterpiece - invite participants to create flowers using specific colours. Piece every contribution together to form a larger piece of artwork. By using specific colours, participants will be able to identify which piece they have contributed to the group project!
- Invite participants to draw a picture or select any picture from old calendars or posters and fill it up with different coloured coil shapes.
- Explore other themes such as:
  - a. Food
  - b. Places
  - c. Hobbies
  - d. Cultural events and festivals

### Reference

1. Curet, E. (2019). Here's Your Crash Course on Quilling, the Renaissance Art Form That's Become a Cool New Craft. Retrieved from <https://www.mybluprint.com/article/heres-your-crash-course-on-quilling-the-renaissance-art-form-thats-become-a-cool-new-craft>

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