

JOYFULLY ENGAGED



An Activity Toolkit for Seniors with Higher Care Needs



Content from this toolkit has been developed in collaboration with the Singapore Institute of Technology (SIT) and other partners. Our special thanks to:

• SIT Students:

2017 cohort from the Bachelor of Science (Hons) in Occupational Therapy Programme, Health and Social Sciences Cluster

(Scan this with a QR code reader to download an e-copy of this toolkit)



<https://for.sg/aic-joyfullyengaged-toolkit>

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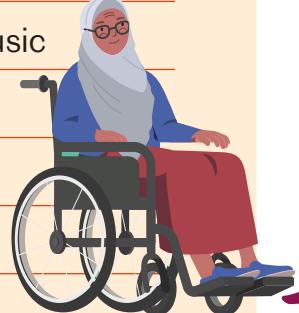
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Welcome to “Joyfully Engaged”

An Activity Toolkit for Seniors with Higher Care Needs

Simple joys can be found all around us. Oftentimes, we experience them when we are engaged in doing activities we enjoy, with people we are fond of.

“**Joyfully Engaged**”, developed in collaboration with Singapore Institute of Technology’s Occupational Therapy faculty and students, aims to provide activity ideas to foster such opportunities and with a very special target group in mind – seniors with higher care needs (e.g., *Category 4 Resident Assessment Form [RAF]¹ nursing home residents). Our thanks to NTUC Health for trialling the activities and for providing further refinements to them.

While seniors with higher care needs are often bedbound and require assistance in most of their daily living activities (e.g., Feeding, transferring), their lives too can be enriched by taking part in meaningful activities. In doing so, it can also positively impact their physical, cognitive and psychosocial wellbeing².

To do this, the activity options must be carefully curated to ensure suitability and participation. The 12 activities provided in this activity toolkit aim to do this and can be done in “hands-on” or “observation” mode, with the assistance of staff/volunteers/caregivers.

These activities have been selected as they are enjoyable, not too physically demanding and can be completed in a relatively short amount of time, if required. They also take into consideration wellbeing principles (“Five Ways to Wellbeing”) by the United Kingdom’s New Economics Foundation³.

With an increasing number of senior-centric activities being made available online, we have also included some tips on how virtual activities may be facilitated for seniors with higher care needs.

Wishing you a joyfully engaged time together!

Agency for Integrated Care

* Category 4 Resident Assessment Form - Seniors who are highly dependent, may have dementia, psychiatric and behavioural concerns; require total assistance and supervision for every aspect of activities of daily living

“Five Ways to Wellbeing”

(for Seniors with Higher Care Needs)

Adapted from Aked, J., Marks, N., Cordon, C., & Thompson, S. (2008). *Five ways to wellbeing: The evidence*. London: New Economics Foundation

Scan this with
a QR code reader
to access the link



<https://bit.ly/2LDLWrL>

1

Connect seniors with their community for support

- Provide opportunities for social interaction between seniors and their caregivers



4

Curate activities that enable seniors to

- Be physically and cognitively stimulated
- Remain focussed and fully immersed in the moment



2

Be Active, enable seniors to take part in activities that are relevant to their fitness and mobility levels

Encourage:

- Physical movement to maintain health and wellbeing
- Sitting up in bed for 5 to 10 minutes, steadily building up the ability to sit up for longer periods of time

Provide opportunities to improve:

- Upper limb strength and trunk control
- Coordination of both hands



5

Foster situations that enable seniors to gain a sense of purpose and build positive self-esteem

- Being engaged provides a sense of purpose and builds positive feelings of self-worth



3

Take Notice, provide opportunities and experiences for seniors to appreciate and reflect on what matters to them

Enable experiences that:

- Increase attention span and alertness
- Promote relaxation and positive emotional states
- Enhance personal wellbeing, such as being meaningfully engaged



Introduction



Activity is essential for a happy and healthy life but for seniors with higher care needs, participation can become increasingly challenging. Prolonged inactivity due to bed rest can negatively impact their physical health, causing cognitive and mood concerns and also a sense of isolation. Over time, these impact their ability and motivation to participate in activities.

Impact of Prolonged Bed Rest⁴⁻⁹

Prolonged inactivity leads to severe deconditioning, such as:

- Muscles losing 10-15% of their strength each week
- Decreased cardiopulmonary capacity
- Decreased muscle endurance, range of motion (ROM) and
- Sarcopenia (loss of skeletal muscle mass and strength)

Other implications include:

- Postural hypotension (low blood pressure when standing up)
- Disuse osteoporosis (bone loss) from a lack of weight-bearing
- Neuropathy, thromboembolic disease and insulin resistance

The most affected muscles are the trunk and lower limbs which are essential for resisting gravity, thus affecting sitting and balance.



Apart from the physical issues faced, seniors may also experience memory lapses and sensory deprivation due to the lack of environmental stimulation when confined to the bed. Additionally, social isolation can be another concern because seniors mainly interact with staff or family visitors over short periods of time. With social isolation, some may experience depression and loneliness. Reduced independence in activities also results in decreased self-esteem and confidence.



Introduction



Resultant Lack of Participation

Poor sitting balance and fatigue also hinders seniors in being able to sit in supported sitting positions, such as in a wheelchair. With a majority of group activities carried out while seated, the negative impact of prolonged bed rest will prevent seniors from participating in these social activities, heightening social isolation.

Benefits of Engagement and Participation in Activities

Despite constraints which may prevent them from taking part in activities, seniors with higher care needs are still capable of meaningful engagement with the right activities. Some may actively participate in hands-on activities of short durations to suit their physical/cognitive needs while others may engage more passively through observation.

Do ensure that whichever activity the seniors are engaged in, it should be meaningful to them. This sense of meaning can be explicit: creating a tangible item that has significance to them; or implicit: participating in an enjoyable activity they have done in the past. This activity can also be meaningful if it enables them to fulfil a role that they are unable to participate in as actively - perhaps as a grandparent, or a role in their community.

By starting with simple activities, seniors with higher care needs can be encouraged to slowly increase their alertness, attention span and improve their physical abilities such as sitting tolerance, trunk and upper limb flexibility and strength. Other than taking part in activities of daily living, engagement in leisure activities also helps to improve their physical and mental state¹⁰. With such improvements, seniors can then progressively take part in more activities over time and boost their overall wellbeing.





Other Areas to Explore

Spirituality-related activities may also be an option if it is an area of interest for seniors. Spirituality may be related to religion, while for others, it can be related to personal identity, relationships with others or personal values. Findings suggest that seniors who have taken part in spiritual activities were associated with lesser rates of depression¹¹.

Religious involvement can also enhance social support which helps foster optimism and acceptance¹². As activities like these require the support of external organisations, it also provides more opportunities to interact with the community. Such interactions, coupled with spirituality, can help to promote inner peace and healing for seniors¹³.

Activity Considerations for Seniors with Higher Care Needs



Activity Choice

These should be simple yet meaningful to the senior. They can be hands-on or activities they observe. Find out the activities that the senior enjoys by asking them or their family members and other loved ones.



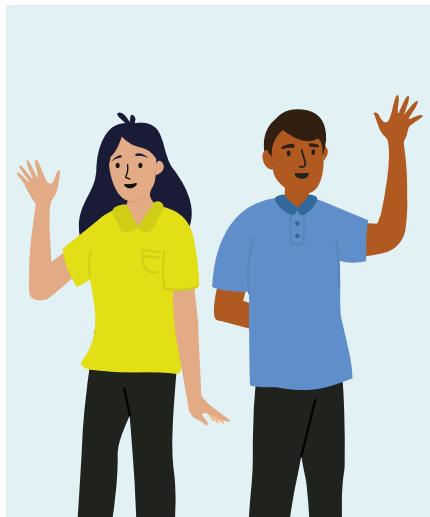
Duration

Each activity can range between 5 to 20 minutes, matching the senior's endurance/interest level – with 1 staff/volunteer/caregiver facilitating the session. The length of the activity can be increased as the senior's endurance improves. For a start, begin with a shorter duration. During the session, encourage the senior to sit in a supported sitting position with a 60 to 70-degree incline.



Frequency

Carry out activities¹⁴ frequently. For example, having activities 2 to 3 times¹⁵ a week with nursing home-eligible seniors is highly recommended¹⁶.



Number of sessions

All activities should be conducted for at least 12 weeks. Studies show that psychosocial interventions lasting over 3 months bring about positive effects on mental wellbeing and improve depressive symptoms¹⁷. Similarly, many progressive strength training trials¹⁸ showed positive results after 8 to 12 weeks¹⁹.

General Safety Precautions/ Contraindications

Infections are both a cause and consequence of functional impairment in long-term care seniors²⁰, as such, do be mindful to:

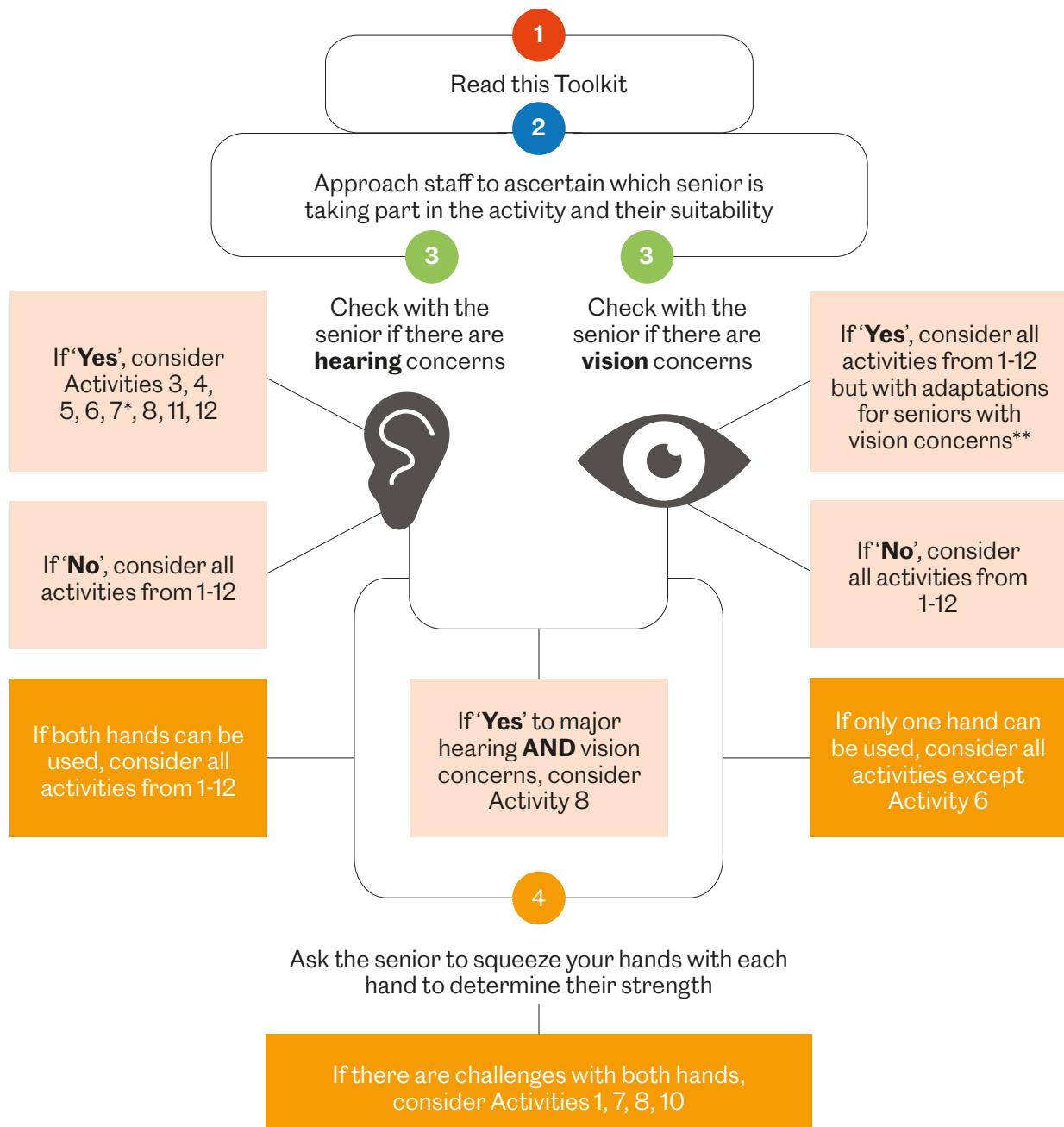
- Implement effective infection control practices (e.g., Proper handwashing and disinfection of materials/areas before and after the activity session)
- Abide by all prevailing precautionary measures
- Be alert for signs of fatigue/dizziness due to the seniors' reduced endurance
- Report any emotional/mood changes or pain that a senior may develop which is atypical for them

Medical Conditions to Take Note of

1. Orthostatic hypotension – monitor blood pressure and let seniors rest with every postural change
2. Behavioural and Psychological Symptoms of Dementia (BPSD) – be ready to gently intervene if the senior displays distressed, agitated or inappropriate behaviours
3. Low vision – seniors may have difficulty engaging in the task and require some modifications (i.e., Larger fonts or visuals)
4. Contact precautions – ensure proper hygiene protocols are in place when interacting with these seniors
5. Do not force any movement of the senior's limbs (i.e., Contractures)

Activity Guidance

Use this chart as a guide to suitable activities you can offer to seniors with higher care needs. If you are a volunteer, always consult healthcare staff before beginning any activity session. Do ensure that before commencing the activity that seniors have their glasses and/or hearing aids and that they are in good, useable condition. Refer to Appendix 2 on page 104 for tips on engaging seniors with vision and hearing concerns.



Grade up (to make the activity more challenging) and grade down (to simplify the activity) options have been included in the activities where appropriate. Explore them to enable the seniors you care for to take part in the activity as independently as possible.

* Activity 7: This activity is recommended for seniors with hearing concerns only if they are able to read independently.

** If the senior has vision concerns, this can be converted to a sensory activity with the staff/volunteer/caregiver providing a description of the items, activity, the steps and outcome. Hand over hand assistance can be provided for the activity. Be extra cautious to minimise the use of sharp objects.

Introduction

Activity Suitability and Benefits

This table provides a quick overview of each activity's suitability and benefits for seniors with higher care needs (e.g., Wheelchair users, bedbound, etc.).

Legend:					
			Suitable for Seniors with Higher Care Needs:		Benefits
Activity	Item	Activity Type	Vision/ Hearing Concerns	Others	
1	Listening to Music	 		-	<ul style="list-style-type: none"> Mood Cognitive functions
2	Playing Instruments to Music			<ul style="list-style-type: none"> Has some active movement on one arm or hand Able to follow simple instructions 	<ul style="list-style-type: none"> Mood Cognitive functions Hand and arm functions
3	Doll Therapy		 		
4	Floral Arrangement	 		<ul style="list-style-type: none"> Has at least one hand that is able to hold an object with some shoulder and elbow movement Able to follow simple instructions 	
5	Caring for Plants			<ul style="list-style-type: none"> Has one hand that is able to hold a water bottle and reach forward a short distance Able to follow simple instructions 	
6	Clay Sculpting	 		<ul style="list-style-type: none"> Able to use both hands to perform simple tasks Able to follow simple instructions 	

Legend:
 Individual

 Group

 Seniors with Vision Concerns (suitable with adaptations*)

 Seniors with Hearing Concerns

Activity	Item	Activity Type	Suitable for Seniors with Higher Care Needs:		Benefits
			Vision/ Hearing Concerns	Others	
7	Reading or Listening to Audiobooks	 	 	-	<ul style="list-style-type: none"> Mood Cognitive functions Hand functions
				<ul style="list-style-type: none"> No skin allergies and circulatory disorders 	
9	Playing Cards	 		<ul style="list-style-type: none"> At least one hand can hold a small object Able to follow simple instructions 	<ul style="list-style-type: none"> Mood Cognitive functions Hand and arm functions
				-	
10	Watching Videos			-	<ul style="list-style-type: none"> Mood Cognitive functions
				-	
11	Terrapin or Fish Feeding			-	<ul style="list-style-type: none"> Mood Cognitive functions Hand and arm functions
				<ul style="list-style-type: none"> At least one hand is able to hold an object with some shoulder and elbow movement Able to follow simple instructions 	
12	Bedside Gardening			<ul style="list-style-type: none"> At least one hand is able to hold an object with some shoulder and elbow movement Able to follow simple instructions 	<ul style="list-style-type: none"> Mood Cognitive functions Hand and arm functions

* If the senior has vision concerns, this can be converted to a sensory activity with the staff/volunteer/caregiver providing a description of the items, activity, the steps and outcome. Hand over hand assistance can be provided for the activity. Be extra cautious to minimise the use of sharp objects.

Self-care Tips for Caregivers

Self-care includes anything that can be done to keep you healthy and happy. Engaging in activities you enjoy, even if for a few minutes, can give your mind and body a chance to reset.

Through activities and conversations with your loved one/client, you can find out more about their history, likes and dislikes as well as information which can be beneficial in the caregiving journey.

Consider these other activities and practices for sustainable positive self-care:

2

Join a caregiver support network

(Visit <https://www.dementiahub.sg/supporting-caregivers/services-for-caregivers/> for a list of available support groups for caregivers)

4

Practise simple breathing exercises for 10 minutes a day

3

Exercise self-compassion and celebrate small victories

•

5

Try a simple self-mindfulness practice like yoga, *Taichi* and deep relaxation techniques

Consider these other activities and practices for sustainable positive self-care:

6
*Pamper yourself
(e.g., Going for
a massage)*

7
*Remain socially connected by
talking to supportive friends
and family members*

8
*Eat a balanced
diet and get
quality sleep*

9
Spend
time doing
activities
you enjoy

10
*Ask for help
when you
need it*

Activity 1

Listening to Music

Duration: **10 minutes**

Activity Type:



Suitable for:

(For more details on suitability, refer to page 12)



Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Check with the senior on whether they prefer to use a headphone or speaker for this activity
- Ensure the music is not too loud. If a speaker is used, do not place it next to the senior's ears, unless appropriate
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Activity 1

Listening to Music

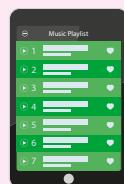
Items

1



Tablet/music-playing device

2



**Prepared music playlists
(downloaded or accessible
via the internet)**

3



**Headphones (over-ear
style is usually preferred)/
speakers**

4



**Song lyrics in big, bold text
(optional)**

5



**Hand percussion instruments
(optional)**

For item 2
(refer to Annex 1 on page
87 for tips on how to
personalise music playlists)

For item 5
(e.g., Maracas,
castanets, tambourines,
bean shakers)



Notebook/Senior's Record (to record observations) (optional)



Photos of popular singers/bands from the senior's era and that are part of the music playlist (optional)



Wi-Fi/data connection
(optional – required only if you need to access online music playlists)

Preparation



Ensure your device is charged and the playlists are downloaded/accessible via the internet (refer to Annex 1 on page 87 for tips on how to personalise music playlists)



Prepare hearing aids (if necessary, and ensure that they are in good, usable condition)

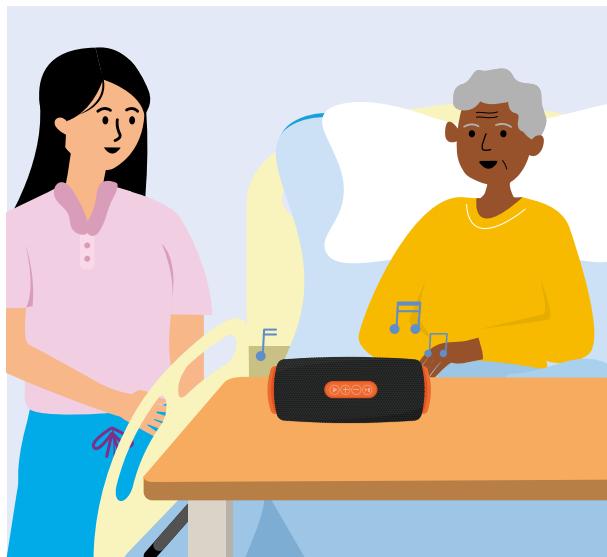


Adjust the volume of the headphones/speakers

Activity 1

Listening to Music

Steps



1

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity

4

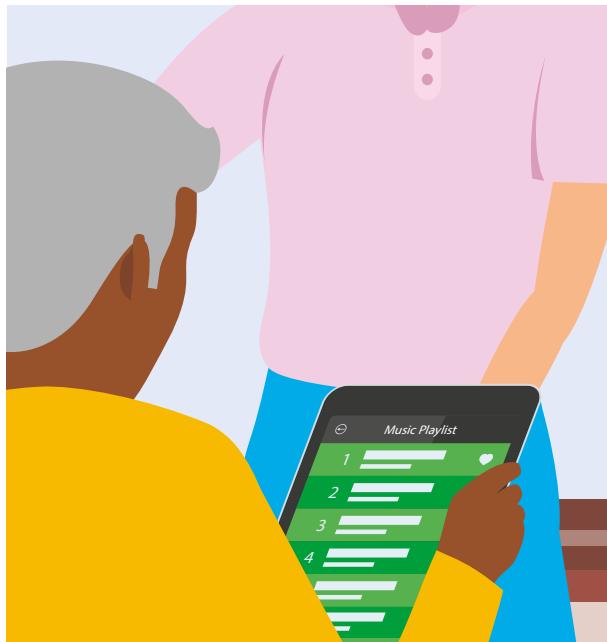
Provide an overview of the music playlists and show photos of the singers/bands (optional) or read out the music playlists and ask the senior to select which playlist they might want to listen to – if there is no response, move to the next step

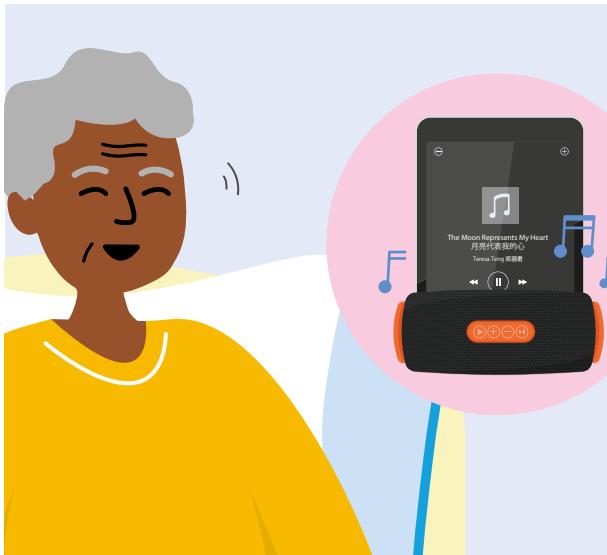


Grade up: Invite the senior to search for songs on their own using the tablet (you may need to show them how to use the search function)



Grade down: Play a prepared music playlist that is era appropriate for the senior (refer to Annex 1 on page 87 for more information)



**5**

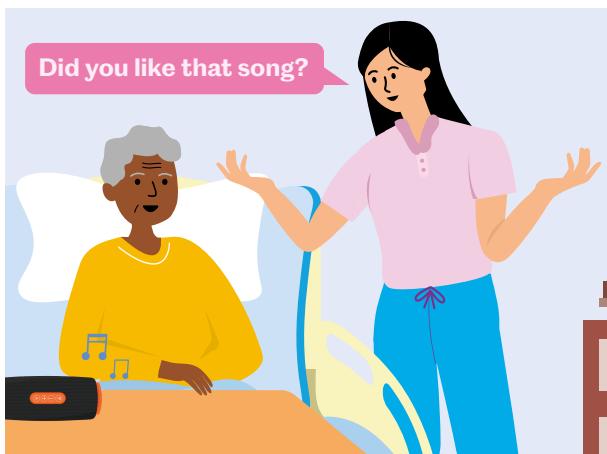
Play 2 to 3 songs. Take note of the senior's responses in your notebook (optional). These can help you prepare for subsequent sessions. Invite the senior to move their hands/head to the music



Grade up: Sing along to the song lyrics (optional) - these can be printed out in big, bold text for the senior to follow, if possible



Grade down: Tap/clap along to the songs or use hand percussion instruments (optional) to keep each song's rhythm/beat

**6**

Ask questions/discuss about the activity

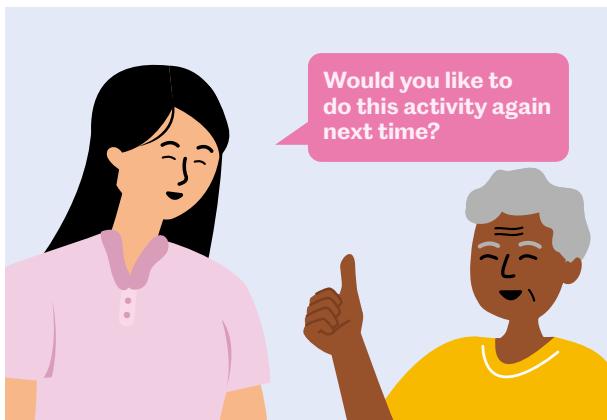


Grade up: Ask open-ended questions, encouraging the senior to share more details about their experiences/memories of the songs



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 22)

**7**

Conclude the session with the senior and ask if they would like to do this activity again another day

Activity 1

Listening to Music

Questions You May Want to Ask

Close-ended questions

- Did you like that song?
- Did you enjoy the session?
- Would you like to do this again?

Open-ended questions

- Were the singers you chose your favourites? Can you please share why?
- What is your favourite song?
- Are any of the lyrics meaningful to you? Why?
- Was there any part of the tune you particularly liked? Can you please hum it for me?

Tips/Alternatives

- Play music videos (with lyrics) for the senior (e.g., From YouTube)
- Use song lists which are already available such as “Song Lists - Top English, Chinese, Malay and Tamil Songs from 1950s-1990s” (Song list courtesy of Mediacorp) - which can be found at <https://for.sg/aic-wellness-programme>
- Take note of the senior’s responses and create playlists which are specific to them, these can be used for subsequent sessions
- Have another pair of headphones and listen to the music together with the senior to foster shared experiences, you can also take part in the activity together by clapping hands
- Explore online platforms/apps that provide free music from yesteryears (e.g., Vintage Radio SG, *meLISTEN App by Mediacorp, etc)
- Use an observation-based scale (e.g., Observed Emotion Rating Scale) to better understand the impact of the activity if it is not possible to get a verbal response from the senior - <https://for.sg/it1wa6>

Scan this with
a QR code reader
to access the link



[https://for.sg/
aic-wellness-programme](https://for.sg/aic-wellness-programme)

Scan this with
a QR code reader
to access the link



<https://for.sg/it1wa6>

* Some of the music radio stations operated by Mediacorp which may play more era appropriate songs for seniors include Gold 90.5 FM (English), Capital 95.8 FM and Love 97.2 FM (Chinese), Warna 92.4 FM (Malay), Oli 96.8 FM (Tamil)

Activity 2

Playing Instruments to Music

Duration: **20 minutes**

Activity Type:



Suitable for:

(For more details on suitability, refer to page 12)



① Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Ensure the music is not too loud. If a speaker is used, do not place it next to the senior's ears, unless appropriate
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

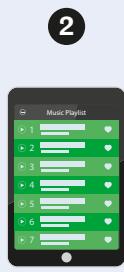
Activity 2

Playing Instruments to Music

Items



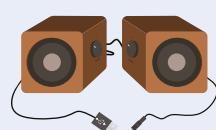
Hand percussion instruments



Prepared music playlists (downloaded or accessible via the internet)



Tablet/music-playing device



Speakers

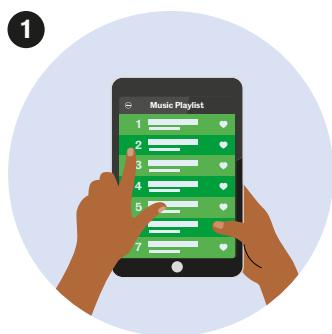


Wi-Fi/data connection
(optional – required only if you need to access online music playlists)

For item 1
(e.g., Maracas, castanets, tambourines, bean shakers)

For item 2
(refer to Annex 1 on page 87 for tips on how to personalise music playlists)

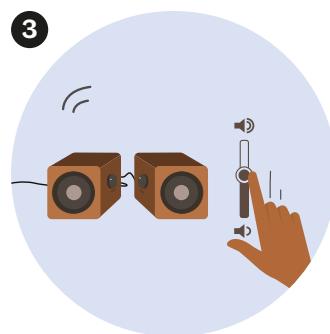
Preparation



Ensure your device is charged and the playlists are downloaded/accessible via the internet (refer to Annex 1 on page 87 for tips on how to personalise music playlists)

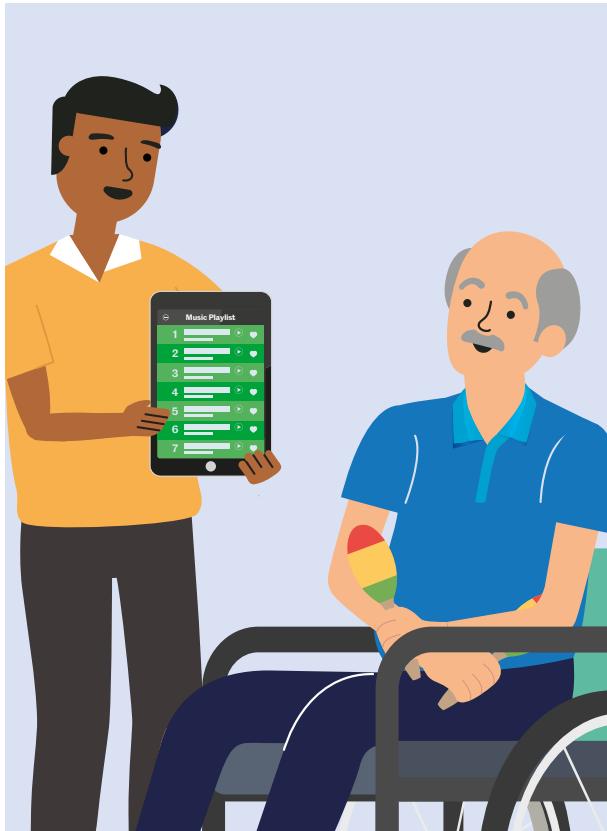


Prepare hearing aids (if necessary and ensure that they are in good, usable condition)



Adjust the volume of the speakers

Steps

**1**

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity



Grade down: If the senior is unable to participate physically, invite the senior to watch staff/volunteers/ caregivers play the hand percussion instruments or watch a video where the musical instrument is used (preferably by a senior)

4

Invite the senior to choose a hand percussion instrument they would like to try



Grade up: Invite the senior to try multiple instruments during the session, one at a time



Grade down: Play an instrument without having to follow the beat or music

**5**

Play 2 to 3 songs, while the senior plays an instrument together with the music



Grade up: Incorporate movement or dance moves



Grade down: Participate by clapping, humming or listening to the music, or provide hand over hand assistance



Activity 2

Playing Instruments to Music



6

Ask questions/discuss about the activity



Grade up: Ask open-ended questions, encouraging the senior to share more details about their experiences/memories playing the instrument/s



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found below)

7

Conclude the session with the senior and ask if they would like to do this activity again another day

Questions You May Want to Ask

Close-ended questions

- Did you enjoy the session?
- Have you played a musical instrument before?
- Which instrument would you like to play next time?

Open-ended questions

- What other songs might be suitable for this activity?
- What types of songs do you generally enjoy?
- What other types of instruments shall we play next time?
- What did you like about the session?

Tips/Alternatives

- To encourage participation, use lightweight instruments that can also be played easily with one hand
- Take note of the senior's responses and create playlists which are specific to them, these can be used for subsequent sessions
- Have different rhythms/beats per minute so as to vary the intensity of the activity
- Use song lists which are already available such as "Song Lists - Top English, Chinese, Malay and Tamil Songs from 1950s-1990s" (Song list courtesy of Mediacorp) - which can be found at <https://for.sg/aic-wellness-programme>

Scan this with
a QR code reader
to access the link



[https://for.sg/
aic-wellness-programme](https://for.sg/aic-wellness-programme)

Activity 3

Doll Therapy

Duration: **20 minutes**

Activity Type:



Suitable for:

(For more details on suitability, refer to page 12)



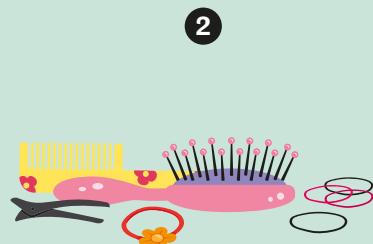
⚠ Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Check if the senior has any sensitivities related to the content of this activity (e.g., Difficult relationship with family members, loss of a child, etc.)
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Do not insist on using the doll/interactive pet with the senior if they have no interest in it
- For seniors with symptoms of decreased cognition, ensure there are no removable parts (so that small parts will not be accidentally consumed)
- Implement infection control practices for seniors and staff/volunteers/ caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items



**Doll/interactive pet
(e.g., Paro)**



**Hairbrush/comb/
hair clips/hair tie**



Baby clothes



**Small basin, towel, bowl
and spoon, milk bottle
(optional)**

Preparation



Prepare the doll/interactive pet beforehand and check that it is in good condition (i.e., No loose parts)



Ensure that the doll/interactive pet is charged

Scan this with a QR code reader to access the link



<https://www.dementiauk.org/information-and-support/living-with-dementia/doll-therapy>

For more information about Doll Therapy, visit:

<https://www.dementiauk.org/information-and-support/living-with-dementia/doll-therapy>

Steps

**1**

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity

4

Encourage the stroking of the doll/interactive pet



Grade up: Invite the senior to help groom the doll/interactive pet, offering them a range of items to choose from



Grade down: Provide physical guidance for the senior to stroke the doll/interactive pet gently, hand over hand assistance may be required. For interactive pets, point out their responses (e.g., Blinking of eyes, purring) to the senior

5

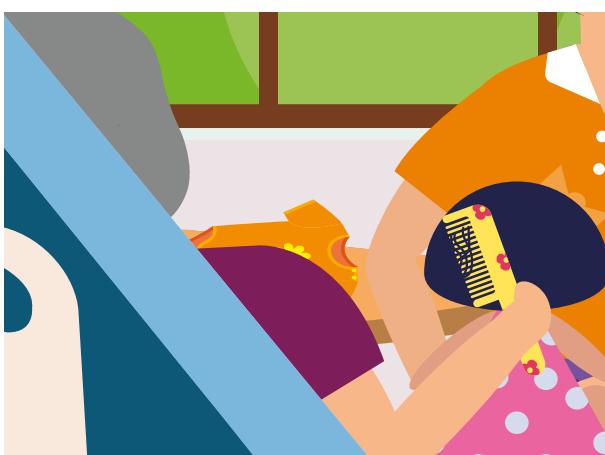
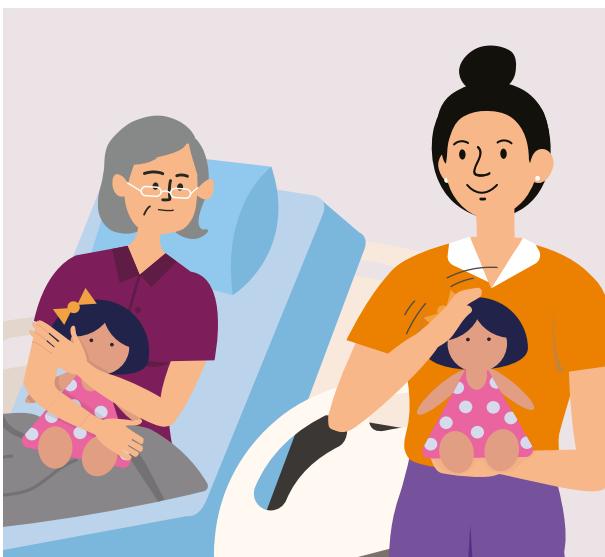
Encourage the senior to engage with the doll/interactive pet more



Grade up: Ask the senior to decide what activity they would like to do with the doll/interactive pet (e.g., Feeding, bathing)



Grade down: Invite the senior to groom the doll/interactive pet, offering a few grooming options (e.g., Hairbrush, comb, hair clips, hair tie)



Activity 3

Doll Therapy



6

Ask questions/discuss about the activity

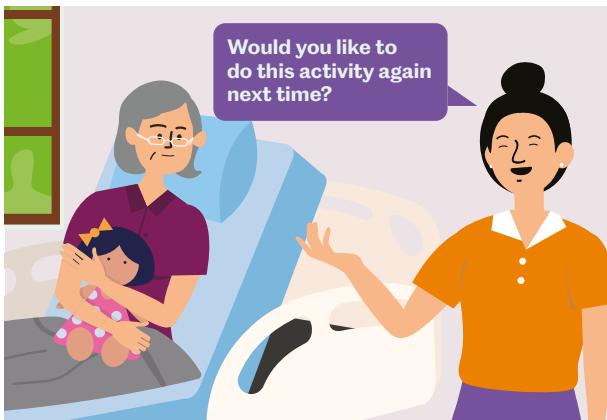


Grade up: Ask open-ended questions to encourage the senior to share more details about their experiences or memories related to the activity



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found below)



7

Conclude the session with the senior and ask if they would like to do this activity again another day (the senior may also continue to interact with the doll/interactive pet on their own, if deemed safe)

⌚ Questions You May Want to Ask

Close-ended questions

- Do you like the doll/interactive pet?
- What would you do if this was your child? How would you care for/sayang (Malay term meaning care/love/soothe) it?
- Did you enjoy the session?

Open-ended questions

- What would be a good name for the doll/interactive pet? Can you please share why?
- What other activities can we do to take care of the doll/interactive pet?
- What did you like about the session?
- Would you like to have this activity again? Can you please share why?

⌚ Tips/Alternatives

- You can also encourage the senior to wash the doll's clothes and clean up their items

Activity 4

Floral Arrangement

Duration: **20 minutes**

Activity Type:
 

Suitable for:
 

(For more details on suitability, refer to page 12)



⚠ Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Keep the floral scissors locked and blade of the penknife retracted when not in use and remove sharp thorns from flowers/leaves
- Exclude seniors with pollen allergies if using real flowers or switch to artificial flowers
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items

1



**Flowers/artificial flowers
(select complementary colours)***

2



**Floral scissors
and penknife**

3



Vase/container

4



Floral foam

5



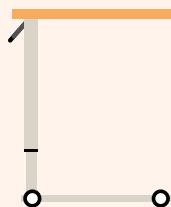
Jug of water

6



Trash bag

7



**Cardiac table
(over-bed table)**

8



Plastic sheet

9



Wet tissues

* Ensure that:
• Wires from artificial flowers are not sharp
• The flowers/leaves used are safe to touch and non-toxic

10



Photos of floral arrangements
(optional)

11



Apron
(optional)

12



Rubber gloves
(optional)

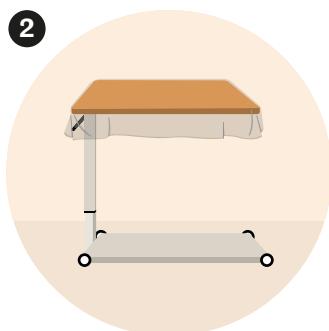
Preparation

1



Remove any thorns
and pollen from the
flowers/leaves

2



Lay out the plastic
sheet on the table

3



Set up the items on the
table so that they are
within the senior's reach

4



Trim the floral foam to
shape for insertion into
the vase/container

Steps

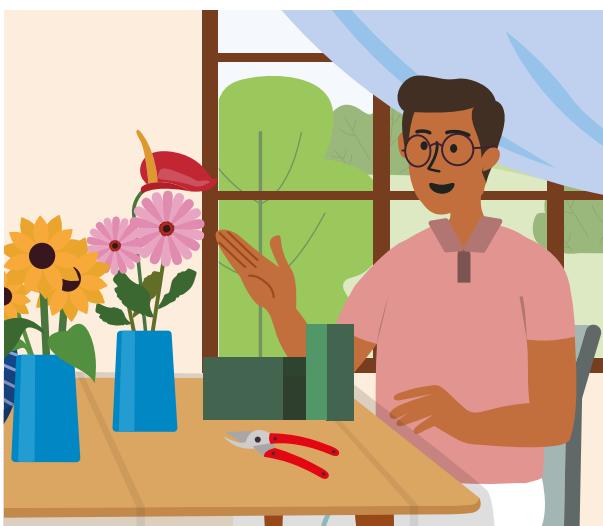


1

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff) and offer them the option to wear gloves/apron for this activity



3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity



Grade up: Provide a variety of flowers (with complementary colours) for the senior to choose from and to arrange



Grade down: If the senior is unable to participate physically, invite them to instruct the staff/volunteer/caregiver on where to place the flowers or to watch them arrange the flowers



4

Encourage the senior to trim the flower stalks/leaves to a suitable length so that it fits into the vase/container containing the floral foam



Grade up: Invite the senior to carefully remove the thorns on their own



Grade down: Invite the senior to use flower stalks that have already been trimmed and cleaned before the activity

**5**

Invite the senior to arrange the flowers by placing them into a vase/container, provide a visual prompt by showing them photos of floral arrangements (optional) for reference, if required



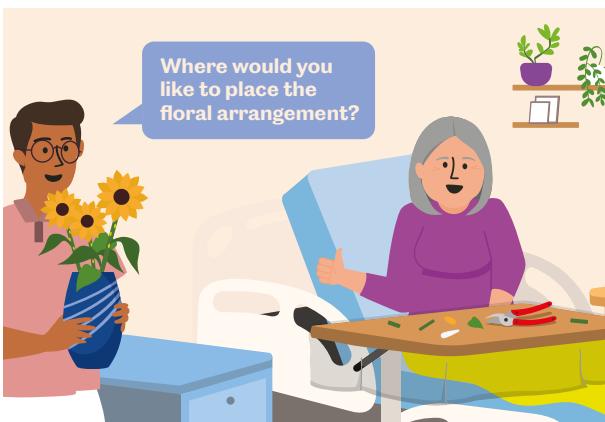
Grade up: Invite the senior to share with you where and why they have chosen the placement of the flower



Grade down: Offer hand over hand assistance to the senior if they need help to arrange the flowers

**6**

Ask the senior to pour some water (if required) into the vase/container

**7**

Invite the senior to decide where the floral arrangement should be placed

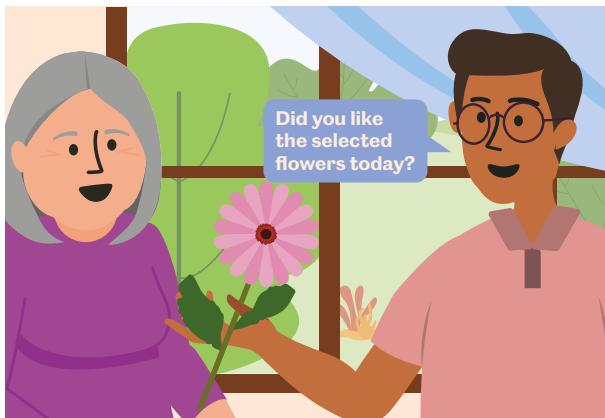
Activity 4

Floral Arrangement



8

Invite the senior to clean up the workspace together and also clean their hands using the wet tissue



9

Ask questions/discuss about the activity

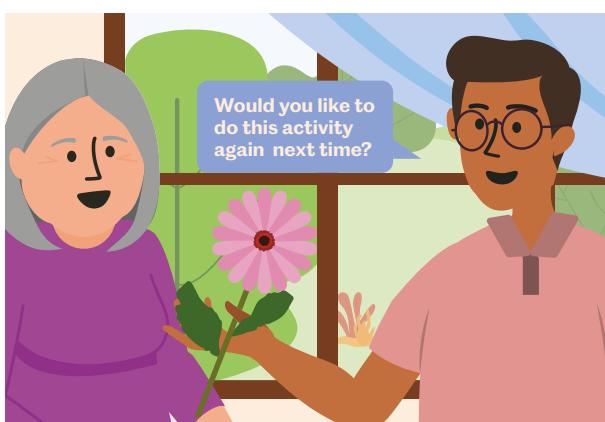


Grade up: Ask open-ended questions to encourage the senior to share more details about their experiences or memories related to arranging flowers or the flowers they like



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 37)



10

Conclude the session with the senior and ask if they would like to do this activity again another day

⌚ Questions You May Want to Ask

Close-ended questions

- Did you like the selected flowers today?
- Is this your first time putting together a floral arrangement?
- Which flower was your favourite?

Open-ended questions

- What types of flowers/plants do you like? Can you please share why?
- Which types of arrangements do you like to prepare – those for the table or hand bouquets? Can you please share why?
- Would you be able to share ways to keep the flowers fresh?
- What did you like about today's session?

⌚ Tips/Alternatives

- Use pre-soaked floral foam for fresh flowers and dry floral foam for artificial flowers
- Choose the vase/container according to the type, colour or arrangement of flowers used²¹
- Seniors can also be engaged in other related activities, such as painting the container/vase used
- Refer to tips on floral arrangement basics on page 38

💡 Tips: Floral Arrangement Basics

1

Place larger flowers
in the centre of the
arrangement



3

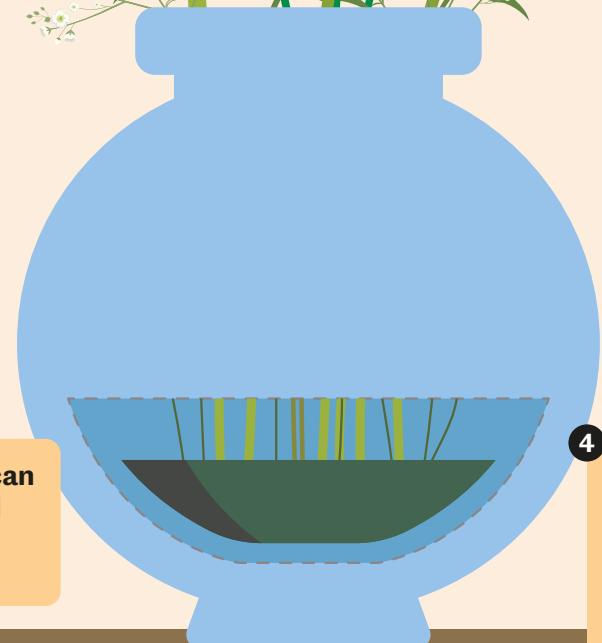
Fill in extra spaces
with foliage for
texture and colour

2

Smaller flowers can
be placed around
the perimeter of
the arrangement

4

Add flower
preservatives
in water so that
your arrangement
lasts longer
(optional)



Activity 5

Caring for Plants

Duration: **10 minutes**

Activity Type:



Suitable for:



(For more details on suitability, refer to page 12)



① Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Keep the floral scissors, gardening scissors and smaller pair of scissors locked when not in use and remove sharp thorns from the plants
- Exclude seniors with pollen allergies if using real flowers or switch to artificial flowers
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items



* Ensure the plants used are safe to touch and non-toxic

10

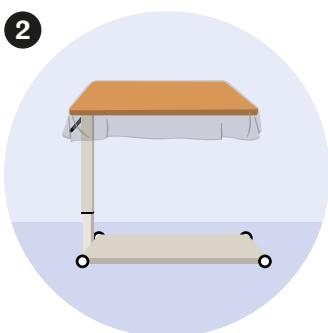


**Gardening scissors and
smaller pair of scissors
(optional)**

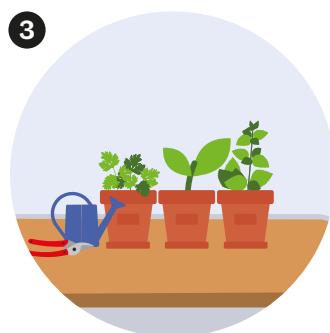
Preparation



Remove any thorns
and pollen from the
flowers/leaves

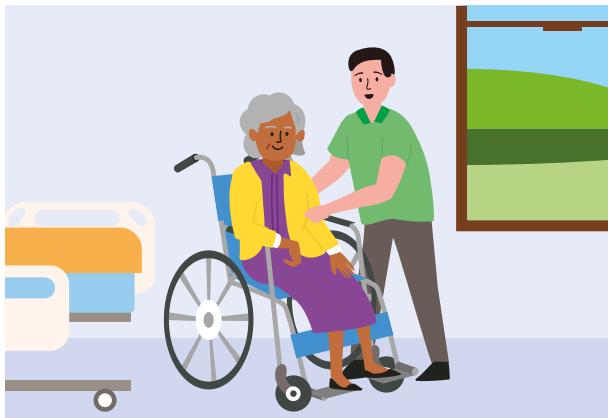


Lay out the plastic
sheet on the table



Set up the items on the
table so that they are
within the senior's reach

Steps



1

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff) and offer them the option to wear gloves/apron for this activity

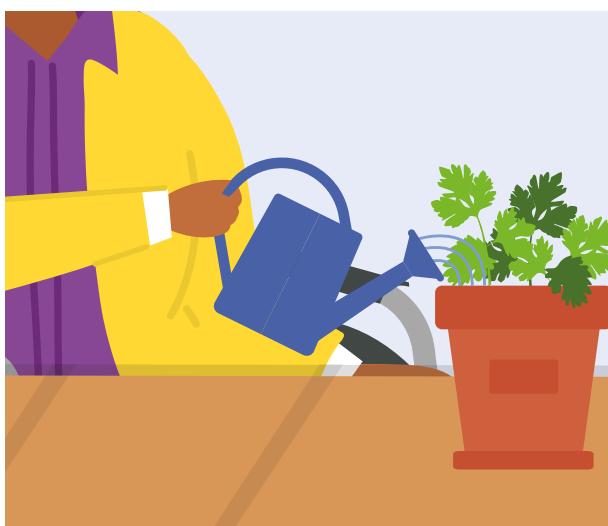


3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity

▼

Grade down: If the senior is unable to participate physically, invite them to instruct the staff/volunteer/caregiver or watch them complete the activity



4

Encourage the senior to pour/spray water into the plant pots

▲

Grade up: Set up a daily routine for the senior to water some potted plants

▼

Grade down: Offer hand over hand assistance to the senior as they water the plants, consider switching to a smaller container/hand spray/pre-measured amount of water in a container if that may be more comfortable for the senior

**5**

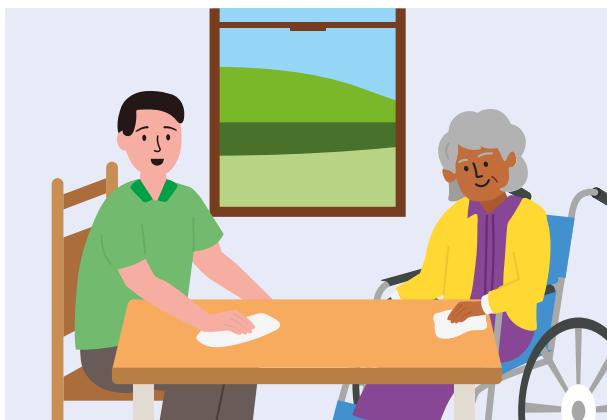
Encourage the senior to touch and smell the different plants, you can also offer them a pair of scissors to groom the plant (removing yellowing leaves, etc) or a cloth to wipe the leaves (optional)



Grade up: Invite the senior to repot some of the plants (Refer to Tips/Alternatives on page 44 for instructions)



Grade down: Offer hand over hand assistance to the senior as they touch and smell the plants, trim or clean the leaves

**6**

Invite the senior to clean up the workspace together and also clean their hands using the wet tissue

**7**

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to encourage the senior to share more details about their experiences or gardening-related memories



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 44)

8

Conclude the session with the senior and ask if they would like to do this activity again another day

⌚ Questions You May Want to Ask

Close-ended questions

- Do you like to garden?
- Do you like plants with flowers or those only with leaves?
- Which was your favourite plant that we cared for today?

Open-ended questions

- What types of plants/herbs do you like? Can you please share why?
- What is the best way to keep herbs fresh after they have been cut?
- What are some recipes that might use these herbs as ingredients?
- What other plants might be suitable for us to care for in the future?

⌚ Tips/Alternatives

- Herbs and other familiar plants can be used to start discussions about cooking/gardening. Here are some examples:

Strong aroma and safe to consume*	Familiar plants	For more information, see pages 55 to 68 of the “Design Guidelines for Therapeutic Gardens in Singapore” produced by the National Parks Board, which you can view by scanning the QR code below
<ul style="list-style-type: none">• Curry leaves• Pandan leaves• Sweet/Thai basil• Rosemary• Mint• Laksa leaf• Ginger	<ul style="list-style-type: none">• Indian borage• <i>Chin chow</i>• Balsam• Sweet potato• Money plant	<p>Scan this with a QR code reader to access the link</p>  <p>https://for.sg/q692ia</p>

- The senior can be invited to repot the plant during a subsequent session. When repotting the plant, offer gloves/apron to the senior if required
- Refer to <https://for.sg/a9gbbh> for instructions on how to repot a plant

Scan this with a QR code reader to access the link



<https://for.sg/a9gbbh>

Activity 6

Clay Sculpting

Duration:

20 minutes

Activity Type:



Suitable for:

(For more details on suitability, refer to page 12)

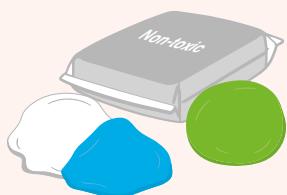


⚠ Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- This activity may not be suitable for seniors who are averse to touch and other tactile sensations
- Use non-toxic clay
- Do not reuse clay for seniors with contact precautions
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items

1



**Baking soda clay/salt dough
or other non-toxic clay
(refer to Annex 2 on page 89
for instructions on how to
prepare salt dough)**

2



**Clay moulding tools
(e.g., Toothpicks, plastic
utensils, cookie cutters)**

3



Plastic sheet

4



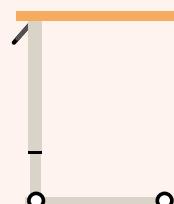
Wet tissues

5



Water

6



**Cardiac table
(over-bed table)**

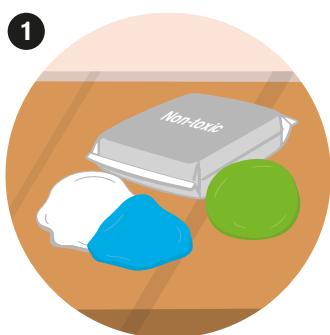


Apron
(optional)

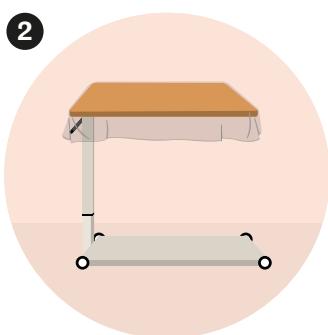


Rubber gloves
(optional)

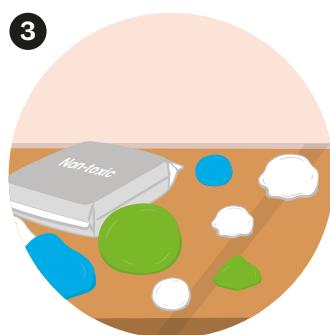
Preparation



*Pre-make baking soda clay/salt dough or open the pack of non-toxic clay



Lay out the plastic sheet on the table



Set up the items on the table so that they are within the senior's reach



Separate the clay into smaller chunks



Have samples of clay items that seniors can use as reference points (e.g., Simple to more complex items)

* Refer to Annex 2 on page 89 for tips on how to prepare salt dough or use other suitable types of non-toxic clay. Place a damp cloth over the dough/clay to prevent it from drying out – you can add variety by making clay of different consistencies (e.g., Soft, medium), colours or scents

Steps



1

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff) and offer them the option to wear gloves/apron for this activity

3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity

4

Invite the senior to mould clay to their desired shape, using their hands and/or tools



Grade down: Ask the senior to mould something according to a certain theme (e.g., Food items, animals, festive occasions)



Grade down: Use tools (such as cookie cutters) to help with the moulding or offer hand over hand guidance as the senior moulds the clay

5

Encourage the senior to try moulding different shapes

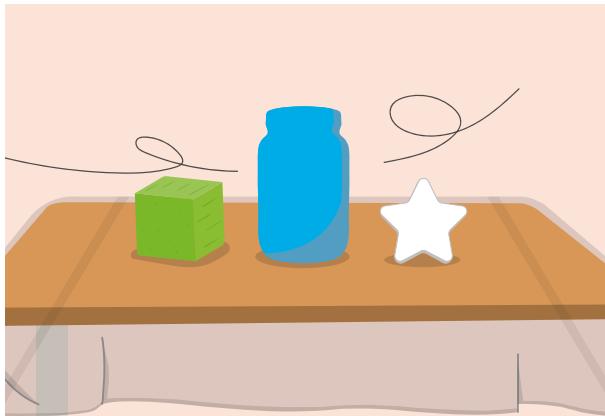


Grade up: Engage the senior by asking them to decide on the shapes/items they would like to form

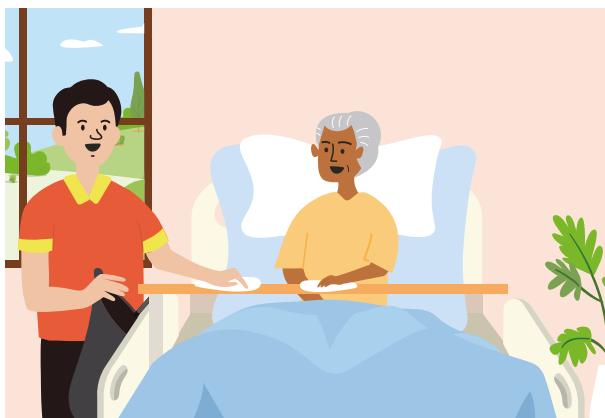


Grade down: Invite the senior to mould and roll the clay in any way they like

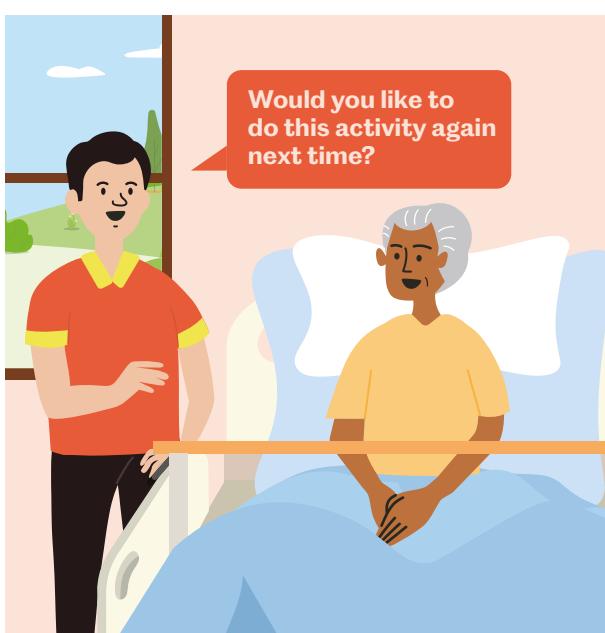


**6**

Leave the clay to dry when done

**7**

Invite the senior to clean up the workspace together and also clean their hands using the wet tissue

**8**

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to encourage the senior to share more details about their experiences or memories related to creating art pieces



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 50)

9

Conclude the session with the senior and ask if they would like to do the activity again another day

Q Questions You May Want to Ask

Close-ended questions

- Have you moulded clay before?
- Which clay piece is your favourite?
- Did you enjoy the session?

Open-ended questions

- What did you enjoy about today's session?
- What does the moulded clay pieces remind you of? (e.g., The shape of your favourite food?)
- Did you face any challenges working with the clay? How did you overcome this?
- What other shapes would you like to make the next time?

💡 Tips/Alternatives

- Coloured or scented clay can be used to increase the sensory experience – the colours and scents can be chosen according to the senior's personal preferences, clay can be coloured with food colouring, while scents can be added by using essential oils (check first for any existing allergies)
- The senior can be invited to paint their clay creation during a subsequent session
- Different types of shapes that seniors can mould the clay into:



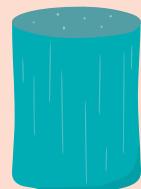
1 Cube



2 Rectangle



3 Cone



4 Cylinder



5 Pyramid



6 Heart

Activity 7

Reading or Listening to Audiobooks

Duration: **20 minutes**

Activity Type:
 
 

Suitable for:
 

(For more details on suitability, refer to page 13)



⚠ Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Activity 7

Reading or Listening to Audiobooks

Items

1



Newspaper/books/magazines in different languages (preferably in large font or it can be printed out in larger font)

2



Magnification sheet (optional)

3



Wi-Fi/data connection (optional – required only if you need to access online audiobooks)

4



Laptop/tablet (optional – required only if you need to access audiobooks)

Preparation

1



Ensure that the room is well-lit

2



Prepare glasses and/or hearing aids if necessary. (Do ensure that they are in good, usable condition)

Steps

**1**

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

**3**

Introduce the activity, reading materials and tools to the senior and ask if they have any clarifications about the activity

4

Invite the senior to choose an article/publication they are interested in or you can assist by reading out the titles to them

**5**

Read the article/passage to the senior



Grade up: Invite the senior to read the article/passage too, and if needed, provide tools (such as a magnification sheet) to make the task more accessible, or encourage seniors to use their creativity to retell the story, adding in their own twist!



Grade down: Choose reading materials with more photos/pictures

Activity 7

Reading or Listening to Audiobooks



6

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to encourage the senior to share more about their experiences or memories related to the article/passage



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found below)

7

Conclude the session with the senior and ask if they would like to do this activity again another day

Questions You May Want to Ask

Close-ended questions

- Do you like to read or be read to?
- Have you ever listened to an e-audiobook?
- Did you enjoy the article/passage we just read?

Open-ended questions

- Can you please share why you selected that topic?
- Which part of the article/passage did you like? Can you please share why?
- What other topics do you enjoy?

Tips/Alternatives

- Alternatively, you can use e-audiobooks to read to seniors, especially for those who have vision concerns or for those who may not be as verbally responsive [Visit <https://mobileapp.nlb.gov.sg/get-started-with/libby/> to find out more on how to use the National Library Board (NLB)'s e-resources]
- Use an observation-based scale (e.g., Observed Emotion Rating Scale) to better understand the impact of the activity if it is not possible to get a verbal response from the senior - <https://for.sg/it1wa6>

Scan this with a QR code reader to access the link



<https://mobileapp.nlb.gov.sg/get-started-with/libby/>

Scan this with a QR code reader to access the link



<https://for.sg/it1wa6>

Activity 8

Hand Massage

(Refer to Annex 3 on page 95 for information on Namaste Care, a multi-approach care programme that incorporates sensory, psychosocial and spiritual elements to enhance the quality of life of persons with moderate to advanced dementia.)

Duration: **20 minutes**



Activity Type:

Suitable for:

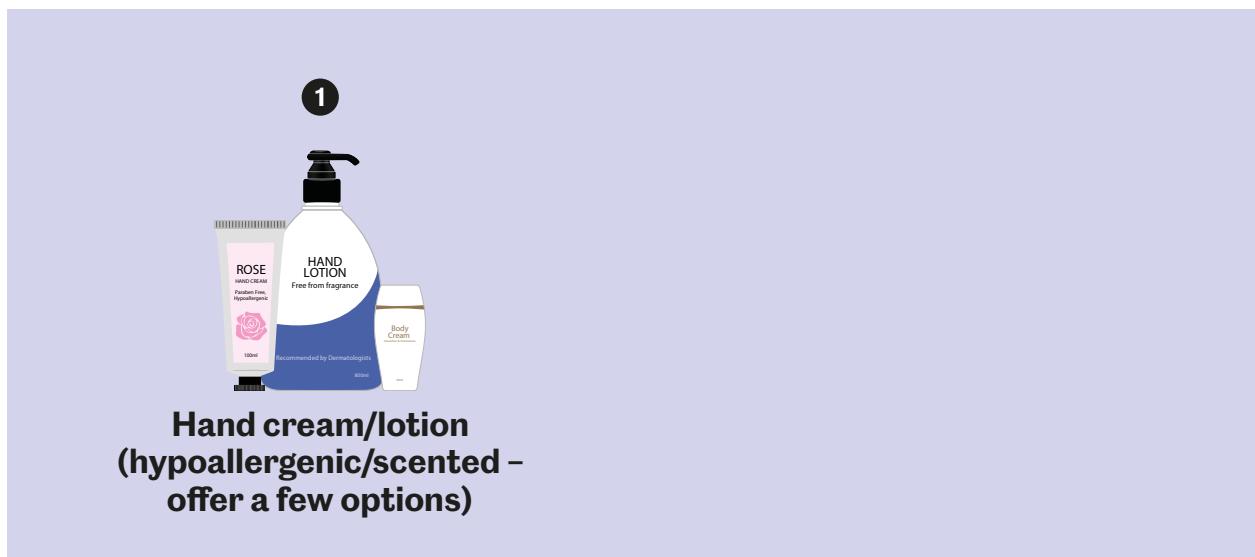
(For more details on suitability, refer to page 13)



① Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Before commencing, please check if the senior has any circulatory disorders/skin conditions and massage is not advised
- Be careful with seniors with thin or poor skin conditions
- Do not force any movement of the senior's limbs (i.e., Contractures)
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items

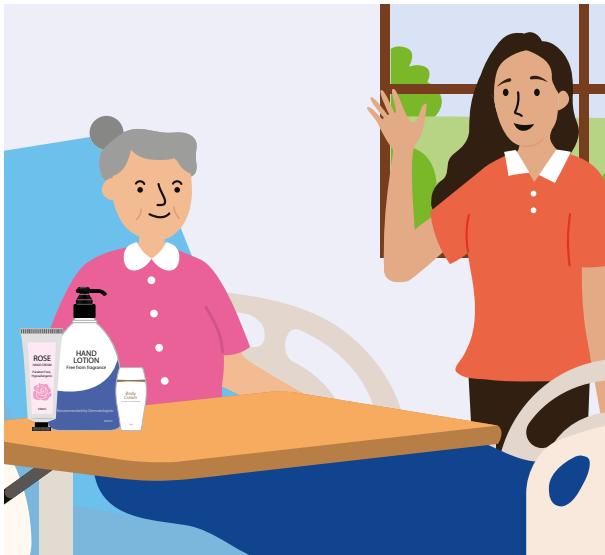


Preparation



Do a patch test at the inner arm of the senior and leave it for 48 hours to ensure that they are not allergic (e.g., Itch, redness/swelling) to the cream/lotion you are using before commencing on the massage over a larger area

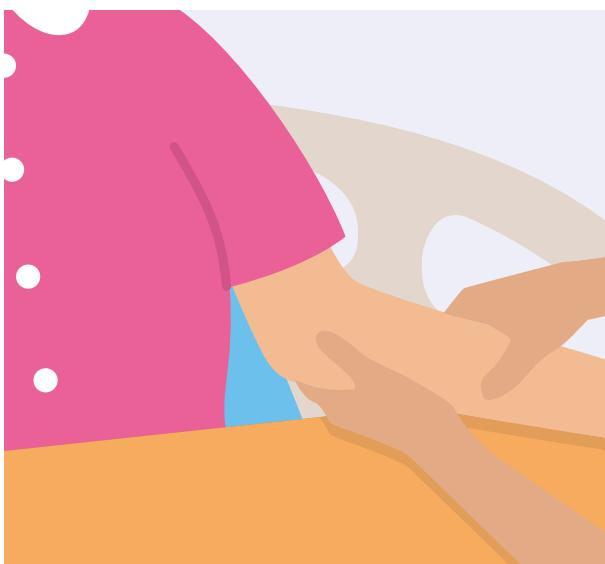
Steps



1
Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2
Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

3
Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity



4
Apply hand cream/lotion on the hands and arms and spread the hand cream/lotion upwards in long strokes

5
Massage the senior's upper arm, from wrist to elbow with gentle pressure movements for about 5 minutes using the palm of your hand and fingertips

Grade up: Invite the senior to massage themselves (e.g., On the forearm)

Grade down: Shorten the duration of the massage



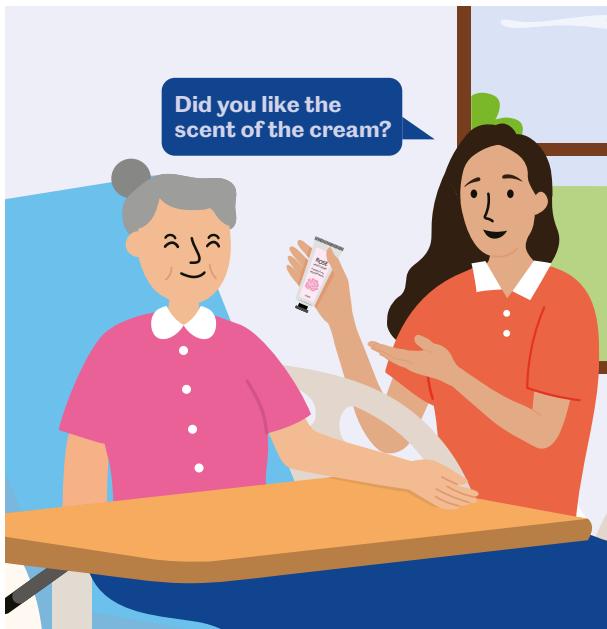
6
Next, massage their hand, from the fingers to the wrist, gently for up to 5 minutes

7
Then, massage their fingers, from base to fingertips, for up to 5 minutes

8
Repeat these steps for the other arm

Activity 8

Hand Massage



9

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to encourage the senior to share more about how they felt during the hand massage



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found below)

10

Conclude the session with the senior and ask if they would like to do this activity again another day

Questions You May Want to Ask

Close-ended questions

- Did you like the hand massage?
- Did you like the scent of the cream?
- Would you like to do this again another time?

Open-ended questions

- Did you enjoy the hand massage? Can you please share why?
- Would you like me to focus on any particular spot on your hand/arm?
- What type of cream/scent would you like to try the next time?
- What would help to make this session more relaxing?

Tips/Alternatives

- Scented lotions/creams as well as music can be used to enhance the sensory experience, but do a prior check on the senior's preferences and if they have any skin allergies
- When in doubt, use a hypoallergenic cream to minimise the possibility of allergies
- Alternatively, this session can be converted or incorporate a manicure/pedicure session
- Use an observation-based scale (e.g., Observed Emotion Rating Scale) to better understand the impact of the activity if it is not possible to get a verbal response from the senior - <https://for.sg/it1wa6>

Scan this with
a QR code reader
to access the link



<https://for.sg/it1wa6>

Activity 9

Playing Cards

Duration: **20 minutes**

Activity Type:



Suitable for:

(For more details on suitability, refer to page 13)



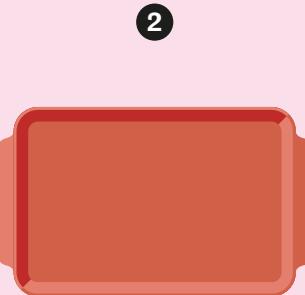
Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

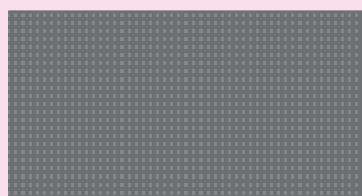
Items



**Playing cards x 1 set
(52 cards)**



Tray with edges

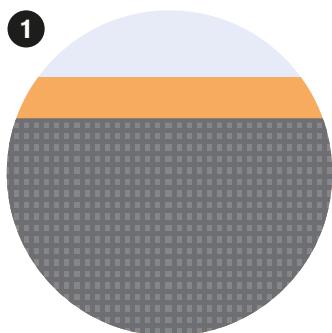


Non-slip mat

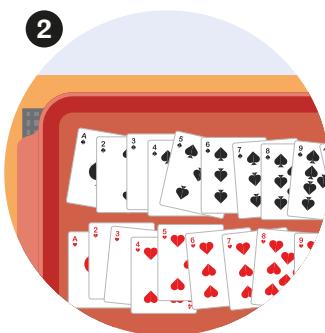


**Jumbo-sized cards
(optional)**

Preparation

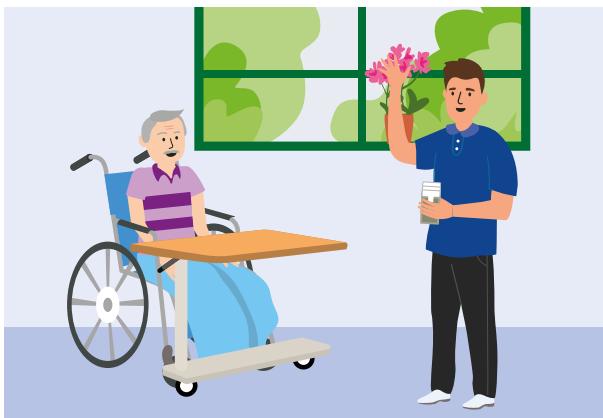


Place a non-slip mat
under the tray to
prevent it from sliding
off the table



Check the cards to
ensure that they are
a full set

Steps

**1**

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity

- The goal is to sort the cards in sequence from Ace to 10 (A, 2, 3, 4, 5, 6, 7, 8, 9, 10) according to the 4 different suits (diamonds ♦, clubs ♣, hearts ♥ and spades ♠)

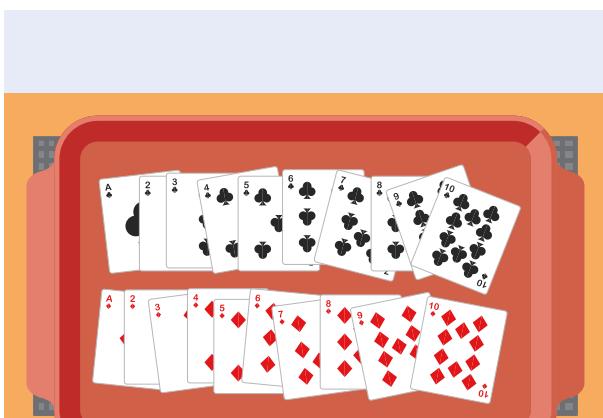


Grade up: Add more cards and ask the senior to sequence them from Ace to King (A, 2, 3, 4, 5, 6, 7, 8, 9, 10, J, Q, K)



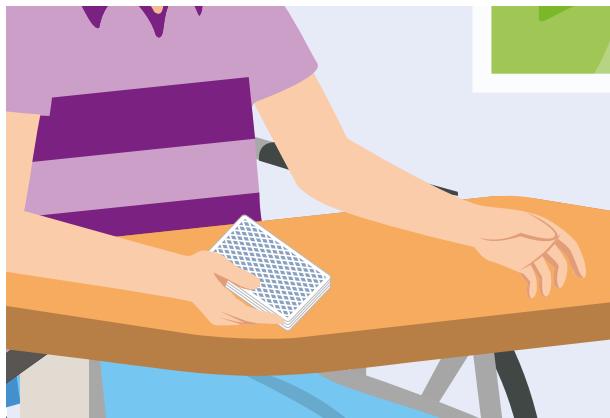
Grade down:

- Invite the senior to sort out the cards according to their numbers in ascending order (e.g., 2, 3, 4)
- Otherwise, invite them to sort the cards into their different suits only (e.g., Diamonds, clubs, hearts and spades)
- Alternatively, encourage the senior to sort the cards out according to their colours (e.g., Red, black)



Activity 9

Playing Cards



4

To begin, invite the senior to shuffle/mix the cards with both hands (or one hand)



5

Encourage the senior to reach for the cards with one hand and to assemble it into a deck



6

Invite the senior to place the card deck on the table and to turn over each card and to sort it out as in step 3



Grade up: Change from a cardiac table to a wheelchair-accessible table and place the cards further away from the senior, encouraging them to activate their trunk muscles while reaching forward for the cards



Grade down: Play with jumbo-sized cards to help seniors who have difficulty with their vision, and use fewer cards if there are cognitive/space constraints

**7**

Repeat the above until the cards have been fully sorted



Grade up: Play with more players (e.g., Volunteers, caregivers, other seniors, staff members)



Grade down: Shorten the duration of the activity

**8**

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to encourage the senior to share more details about their experiences or memories related to games they have enjoyed



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 64)

**9**

Conclude the session with the senior and ask if they would like to do this activity again another day

⌚ Questions You May Want to Ask

Close-ended questions

- Did you use to play card games?
- What was your favourite card game?
- Did you enjoy today's session?

Open-ended questions

- What was your favourite pastime when you were growing up?
- What was your favourite card game? Can you please share why?
- What do you think is your favourite/lucky card suit and why?
- What other types of cards shall we use next time?

⌚ Tips/Alternatives

- If the senior is unable to play with the cards as suggested above, invite them to form patterns, letters or numbers from the cards on the table
- Use other types of cards (e.g., UNO, Picture Cards, the National Library Board (NLB)'s Memory Cards**) to carry out the activity mentioned below:

Goal: Match two cards according to colour*

1. After deciding on the colour, draw out 6 UNO cards (e.g., 2 yellow, 2 red, 2 green)
2. Arrange the 6 UNO cards facing up
3. Invite the senior to memorise the arrangement of the UNO cards, giving them 30 seconds to do so
4. Flip the UNO cards over, leaving one facing up
5. Encourage the senior to find the matching UNO card

* This activity can be replicated with matching numbers instead of colours

** Request for free sets of memory game cards (subject to availability) from the National Library Board (NLB). These specially designed cards feature images of Singapore's history and can be used as conversation starters or as part of card matching games. Contact NLB at 50plus@nlb.gov.sg for more information

Activity 10

Watching Videos

Duration: **20 minutes**

Activity Type:



Suitable for:



(For more details on suitability, refer to page 13)



● Precaution(s)

- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Check with the senior on whether they prefer to use a headphone or speaker for this activity
- Ensure the audio is not too loud. If a speaker is used, do not place it next to the senior's ears, unless appropriate
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items

1



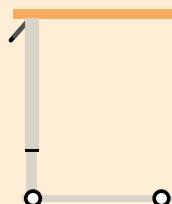
Laptop/tablet

2



Headphones (over-ear style is usually preferred)/speakers

3



Cardiac table
(over-bed table)

4



Prepare video clips
that are 10 minutes
(or shorter) in length

For item 4

[e.g., Some recommendations include dialect programmes such as “Happy can already” (*Hua Hee Tio Ho*), “Eat already?” (*Jiak Pa Buay*) or kung fu scenes featuring Bruce Lee, Ip-Man, Wong Fei Hung or musical sequences in Malay/Tamil/Hindi (e.g., P. Ramlee, Tollywood, Bollywood)]



Wi-Fi/data connection
(optional – required only
if you need to access
online video clips)



Notebook
(optional)

Preparation



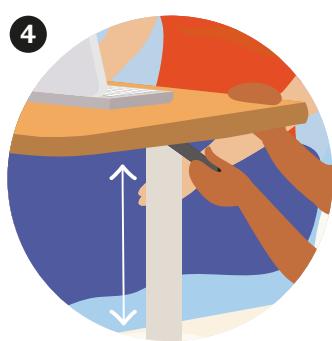
Engage the senior prior to the session to find out what type of video clips they enjoy



Charge the devices and ensure that the video clips are ready (downloaded or accessible via the internet) - it may be useful to create playlists for easier selection



Connect the speakers/headphones and ensure that the volume is appropriate for the senior

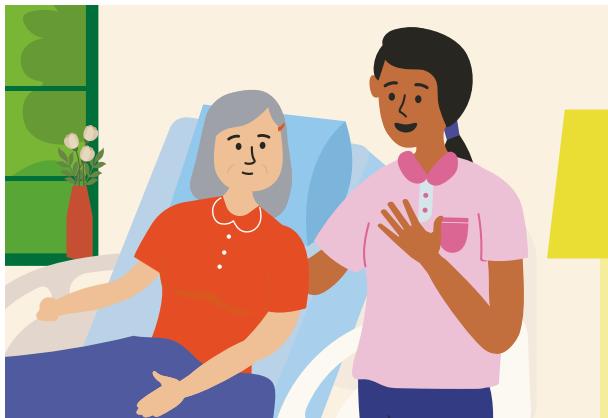


Place the laptop/tablet near the senior on a cardiac table (over-bed table) and check if they can see the screen (remember to adjust the screen angle, especially if the senior is bedbound)



Prepare glasses and/or hearing aids if necessary.
(Do ensure that they are in good, usable condition)

Steps

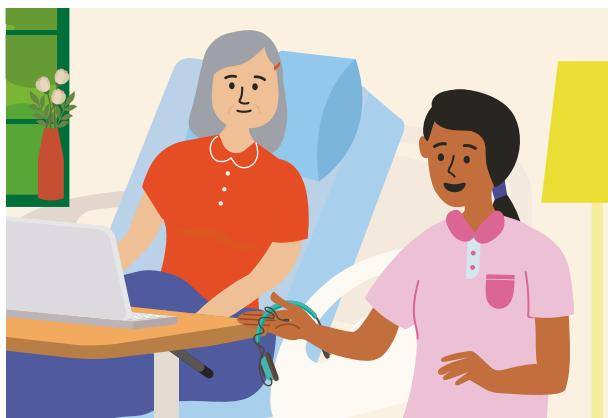


1

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

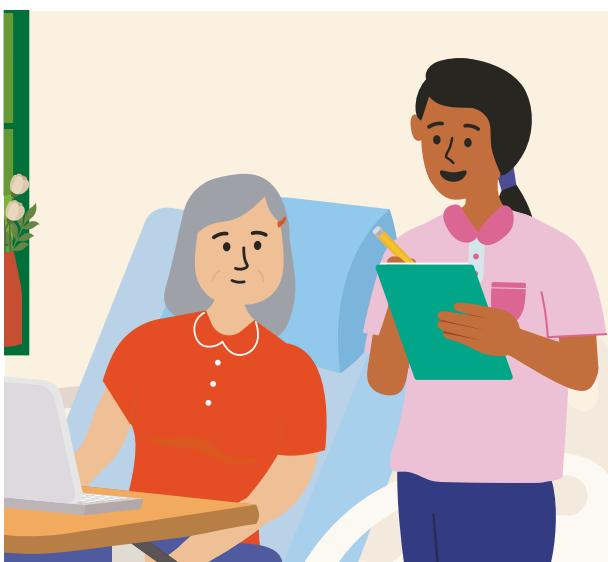
2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)



3

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity



4

Engage the senior in conversation and recap the videos that they had mentioned they enjoy and that you have found for them. Be prepared that seniors may prefer another type of video clip on the day of the activity. Look for the new video clips together, you may need to show the senior how to use the search function



Grade up: Ask open-ended questions to encourage the senior to share more details about the types of clips they would like to watch, make a note of these in your records/notebook (optional) to aid future selections

**5**

Play the selected video clips

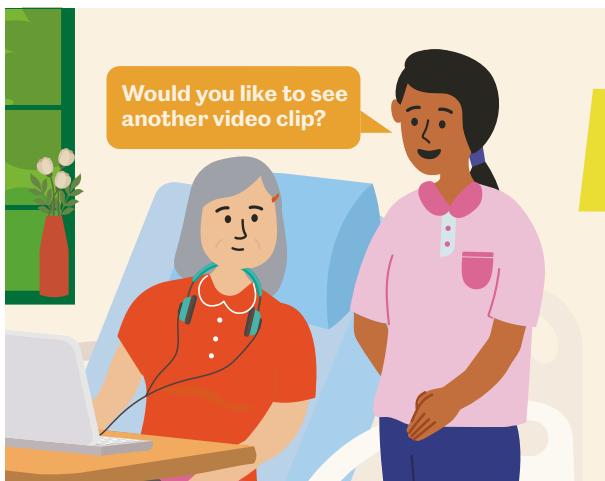


Grade up: Invite the senior to select the videos on their own (you may need to show them how to do this)



Grade down:

- Play selected highlights of the videos
- Reduce the duration of the videos

**6**

Ask questions/discuss about the activity

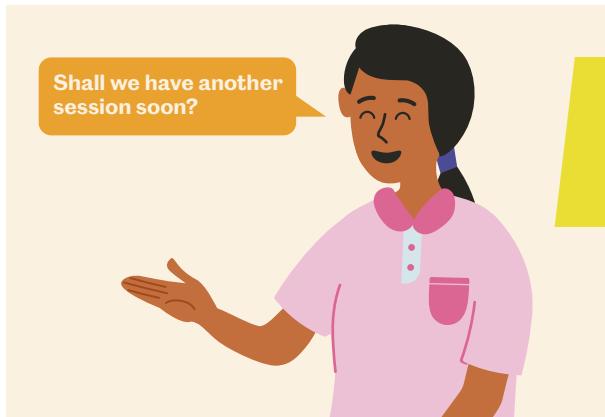


Grade up: Ask the senior to show the movement that they liked the most or to share more about the movie, the actor/actress or their memories



Grade down: Draw the senior's attention back to the video or stop playing the video if they no longer seem interested

(Sample questions can be found on page 70)

**7**

Conclude the session with the senior and ask if they would like to do this activity again another day

Activity 10

Watching Videos

Questions You May Want to Ask

Close-ended questions

- Did you enjoy the video?
- Have you seen it before?
- Shall we have another session soon?

Open-ended questions

- Was the actor/actress in the clip your favourite? Can you please share why?
- What other films/type of clips do you enjoy?
- What is your all-time favourite movie? Can you please share why?
- When did you first see this video/movie?

Tips/Alternatives

- If possible, use a bigger screen to provide greater visual clarity
- Search and play videos according to the senior's preferences (e.g., Chinese opera, P. Ramlee songs)

Activity 11

Terrapin or Fish Feeding

Duration:

15 minutes

Activity Type:



Suitable for:

(For more details on suitability, refer to page 13)



Precaution(s)

- For seniors with decreased cognition, ensure that instructions are provided properly and the senior does not accidentally consume the food pellets
- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/ caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Activity 11

Terrapin or Fish Feeding

Items

1



**Small tank on trolley/
cardiac table
(over-bed table)**

2



**Terrapin/fish food pellets
in small bottle/container**

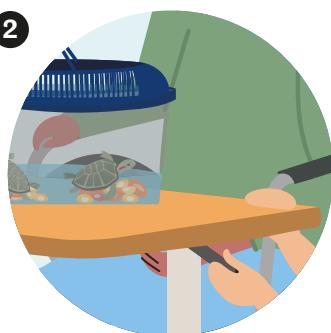
Preparation

1



Place the terrapin/
fish food pellets
and tank within the
senior's reach

2



Place the tank near
the senior on a cardiac
table (over-bed table)
and check if they can
reach the top of the
tank (remember to
adjust the height,
especially if the senior
is bedbound)

Steps

**1**

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff)

**3**

Introduce the activity, items and provide a short demonstration/verbal description to the senior and ask if they have any clarifications about the activity

**4**

Pass the terrapin/fish food pellets to the senior and invite them to pour the food pellets into the tank, ensuring that an appropriate amount is poured into the tank



Grade down: Allocate fixed portions of food pellets in a small container for the senior to feed the terrapin/fish

Activity 11

Terrapin or Fish Feeding



5

Invite the senior to observe the terrapin/fish



Grade up: Move the fish tank/trolley slightly further away and encourage the senior to exercise their trunk muscles by leaning forward during the session



Grade down: Observe the terrapin/fish in the tank after the terrapin/fish has been fed by a staff/volunteer/caregiver



6

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to encourage the senior to share more details about their experiences/memories related to pet keeping



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 75)



7

Conclude the session with the senior and ask if they would like to do this activity again another day

⌚ Questions You May Want to Ask**Close-ended questions**

- Do you like pets?
- Do you have previous experiences with looking after fishes/terrapins?
- Do you prefer fish/terrapins over furry animals?

Open-ended questions

- Have you had any pets before? Can you please share what types?
- What names do you think would be suitable for the fish/terrapin? Can you please share why?
- Besides fish/terrapins, what other pets do you think would be suitable here?
- What else can we add to make this a good environment for the pets?

💡 Tips/Alternatives

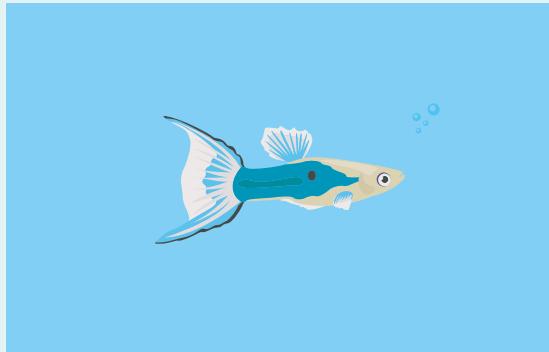
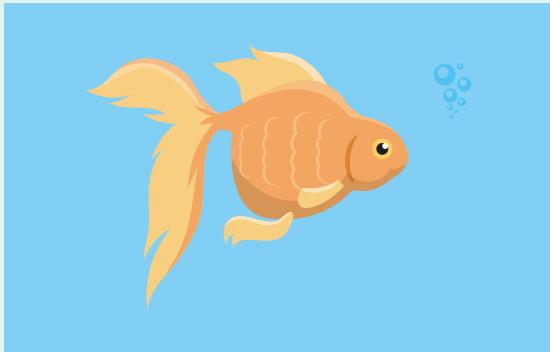
- Create a small opening on the food pellets container lid to limit the amount of food dispensed
- Alternatively, you can also provide the senior with a clean tank and have them assist to assemble it by including ornaments/stones and pouring water into it before the fishes/terrapins are added in. Always use overnight water or water that has been treated
- Engage in further conversation with the senior by showing them photos of commonly found fishes/terrapins (refer to page 76 for more information)

Activity 11

Terrapin or Fish Feeding



Images of Common Fishes and Terrapins



1 Goldfish

2 Guppy



3 Molly

4 Platy



5 Red-Eared Slider

Activity 12

Bedside Gardening

Duration: **20 minutes**

Activity Type:
 

Suitable for:
 

(For more details on suitability, refer to page 13)



● Precaution(s)

- For seniors with decreased cognition, ensure that instructions are provided properly and the senior does not accidentally consume the soil or seeds
- For seniors with decreased sitting balance, ensure that:
 - Their seatbelt is securely fastened; and
 - That a staff/volunteer/caregiver is standing close to them, ready to offer support should they accidentally lose balance
- Observe for any signs of discomfort during the session (e.g., Uncomfortable facial expression or verbalisation)
- Implement infection control practices for seniors and staff/volunteers/caregivers (e.g., Hand hygiene practices, disinfecting the activity area and items before and after the session) and ensure that the activity abides by all prevailing precautionary measures

Items

1



Plastic sheet

2



**Small pot with
base plate**

3



Mixing tray

4



Potting mix

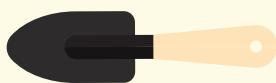
5



Packet of seeds/seedlings

For item 5
(e.g., Chilli, Lady's fingers, "Bok Choy", "Kailan", "Cai Xin" or refer to the table on page 44 for more suggestions)

6



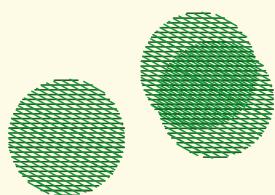
Small spade

7



Floral scissors

8



Small wire mesh

9



Wet tissues

10



**Small watering can/
spray bottle**

11



**Small labels
and markers**

Activity 12
Bedside Gardening

12



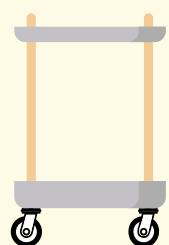
Rubber gloves

13



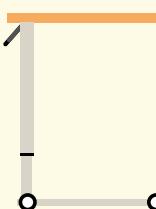
Apron

14



Trolley to place items

15



**Cardiac table
(over-bed table)**

16



Stem cuttings
(optional)

17



Plastic cup
(optional)

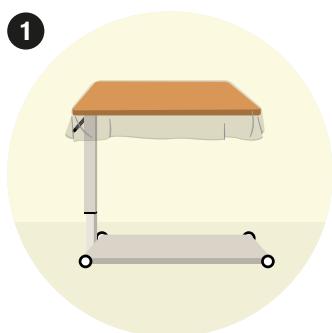
18

Wooden disposable chopsticks
(optional)

19

Small plastic spoon
(optional)

Preparation

1

Lay out the plastic sheet on the table

2

Prepare items 2 to 11
on the cardiac table

3

Staff/volunteer/
caregiver/seniors should
be suitably attired (e.g.,
Rubber gloves, aprons)

4

Pre-fill the watering
can/spray bottle
with water

5

Pour potting mix into
the mixing tray

Steps



1

Greet the senior, introduce yourself and the activity you would like to share (prepare a few activity options as back-up!) and invite the senior to join you in the activity

2

Assist the senior to sit up on their bed or transfer them to a wheelchair (with assistance from the staff) and assist the senior in wearing an apron and gloves for the activity



3

Introduce the activity, items and provide a short demonstration/verbal description and a sample image/pot to show the end product to the senior and ask if they have any clarifications about the activity



4

Ask questions/discuss about the activity



Grade up: Ask open-ended questions to facilitate the senior to share more about their experiences/memories related to gardening



Grade down: Ask close-ended questions, while encouraging conversation

(Sample questions can be found on page 85)



5

Invite the senior to place the wire mesh at the bottom of the pot, before placing the soil (so that the soil does not escape from the bottom of the pot)



6

Ask the senior to scoop the soil into the pot from the mixing tray – you may assist if needed (the senior can use a spade or their hands)



Grade up: Encourage the senior to break up the soil in the mixing tray, using their hands, before putting the soil into the pot



Grade down: Assist the senior with placing the soil into the pot, then invite the senior to place the seeds/seedlings in the soil



7

Ask the senior to place the seeds evenly inside the pot and cover it with a layer of soil, use a plastic spoon if this might be easier



Grade up: Ask the senior to make a stem cutting (Refer to Tips/Alternatives on page 86 for instructions on how to do so)



Grade down:

- Prepare a stem cutting and invite the senior to plant it into a pot that has been pre-filled with soil (you can make this simpler by using a chopstick to create a space for the stem cutting)
- If the senior encounters difficulties with the steps in this activity, you may still engage them by inviting the senior to water the plant



8

Encourage the senior to wet the soil using a watering can/spray bottle until water drips onto the base plate



Grade up: Set up a daily routine, where the senior waters some potted plants



Grade down: Ask the senior to water the plant using a small spray bottle/plastic cup (optional) that has been pre-filled with water

9

Ask the senior to label the pot, assist if required



Grade up: Invite the senior to decorate the pot on their own



**10**

Invite the senior to clean up the workspace together and also clean their hands using the wet tissue

**11**

Conclude the session with the senior and ask if they would like to do this activity again another day

⌚ Questions You May Want to Ask

Close-ended questions

- Do you like gardening?
- Which is your favourite plant?
- Did you enjoy today's session?

Open-ended questions

- What did you enjoy about today's session?
- Can you please share what other plants we might be able to add?
- Do you know what might be the easiest/best plants to grow here?
- What might help to make the plants be healthier/more lush?

Tips/Alternatives

- Using a plastic sheet as an underlay will speed up the cleaning process
- Bigger seeds (e.g., *Kangkong*) are easier for seniors to grasp
- Alternatively, you can use hardier plants such as Pothos (money plant) which can be grown in both water and soil
- Do away with tools and invite seniors to garden with gloved hands (or remove gloves, if preferred and appropriate)
- Invite seniors to make a stem cutting by:
 - 1) Selecting a portion of the plant's stem
 - 2) Cutting a segment that is about 10-15cm long
 - 3) Removing the bottom leaves of the stem, so that only three or four leaves remain at the top
 - 4) Placing the cutting into a clear glass container for it to grow roots
 - 5) After the roots have grown out (this may take a few weeks, depending on the plant), this can be planted into moist soil and watered daily

(For additional information on how to propagate vegetables, visit <https://www.nparks.gov.sg/nparksbuzz/nov-issue-2020/gardening/regrow!-the-process-of-vegetative-propagation>)

Scan this with
a QR code reader
to access the link



<https://www.nparks.gov.sg/nparksbuzz/nov-issue-2020/gardening/regrow!-the-process-of-vegetative-propagation>

Annex 1

Preparing Music Playlists

Music is a powerful tool that can elicit a range of emotions and transport people to another place and time. While music is a great gift, it must also be used carefully as it can equally conjure up less than positive responses. Do observe seniors and stop any music that causes them distress (e.g., Irritation, crying). Ascertain the cause of the response before deciding if you should play the music again.

The right music playlist for each senior will be as unique as they are. Tracking down the right tunes means exploring the senior's life story and the era that they belong to²².

Here are some tips to create a personalised playlist:

(The information below has been adapted with permission from Playlist for Life, UK. For further information, visit <https://www.playlistforlife.org.uk/>)

Scan this with
a QR code reader
to access the link



<https://www.playlistforlife.org.uk/>

Prepare songs that:



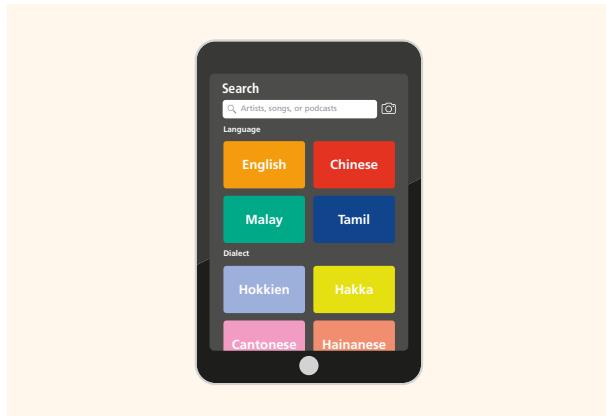
1

Were popular when the senior was between 10 to 30 years old. If this is not possible, find songs that were popular when they were adults

(According to psychologists, more memories are created during this period²³)

Annex 1

Preparing Music Playlists



2

Are in languages/dialects that seniors are familiar with

(Aside from songs, you can also include theme songs of popular television programmes, etc.)



3

Are shaped by spirituality/religion, such as faith songs/meditation/chants

(It may be preferable to listen to such content using headphones)



Note

- If you need some help with starting off a music playlist, do explore <https://for.sg/aic-wellness-programme> for “Song Lists - Top English, Chinese, Malay and Tamil Songs from 1950s-1990s” and links to the songs on Spotify (Song list courtesy of Mediacorp)

Scan this with
a QR code reader
to access the link



[https://for.sg/
aic-wellness-programme](https://for.sg/aic-wellness-programme)

Annex 2

Preparing Salt Dough²⁴

This segment can be a part of the staff/volunteer/caregiver's activity preparation, or it can be conducted with seniors as part of the activity.

(This information is an extract from the "Arts, Ageing and Wellbeing" Toolkit developed by Nanyang Technological University in collaboration with Agency for Integrated Care. For more information, visit <https://for.sg/aic-artageing-toolkit-hr>)

Scan this with
a QR code reader
to access the link



[https://for.sg/
aic-artageing-toolkit-hr](https://for.sg/aic-artageing-toolkit-hr)

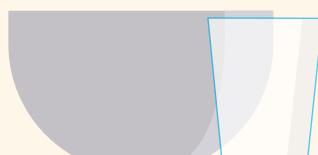
Items

1



Ingredients for salt dough

2



Large mixing bowl
and large cup

3



Large mixing spoon

For item 1

- Plain flour
- Cream of tartar
- Salt
- Vegetable oil
- Food colouring
- Dried spices, herbs and food essence (optional)

4



Plastic sheet

5



**Plastic gloves
(to knead the dough)**

6



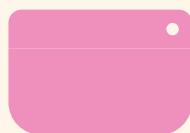
Measuring cups and spoons

7



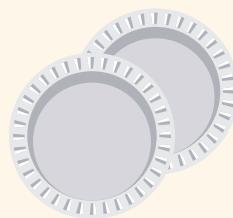
Kettle for boiling water

8



Dough cutter

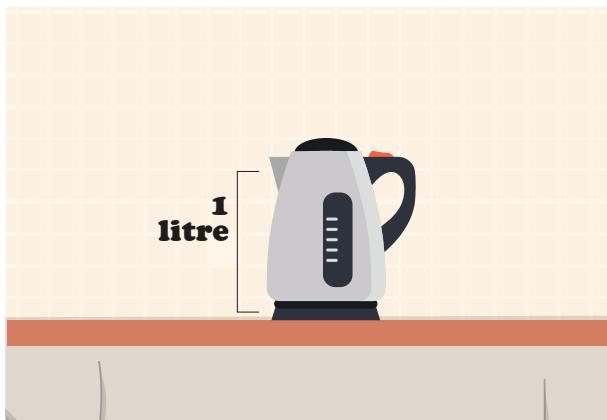
9



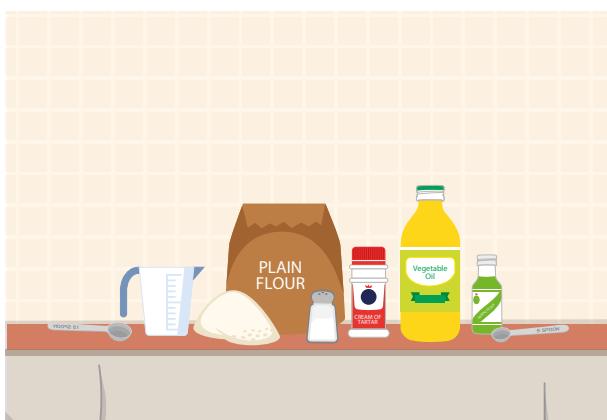
Disposable plates

Steps

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

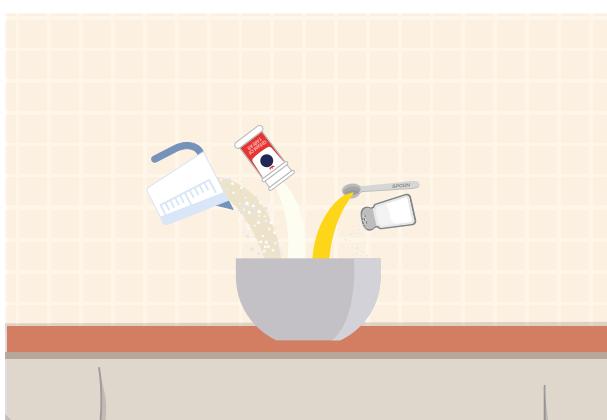
**1**

Boil approximately 1 litre of water in a kettle

**2**

Using measuring cups/spoons, prepare the following ingredients in these proportions:

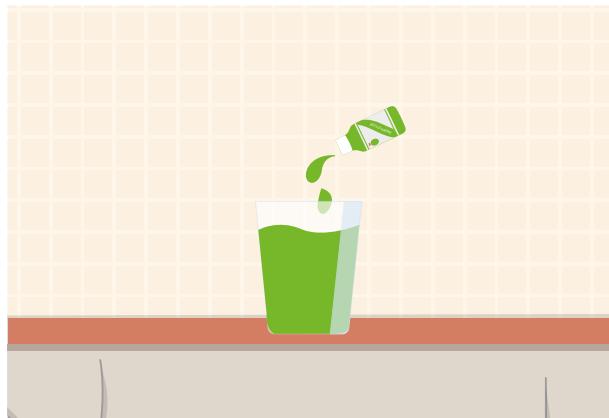
- 2 cups of plain flour
- 2 tablespoons of cream of tartar
- 1½ cups of boiling water
- ½ cup of salt
- 2 tablespoons of vegetable oil
- A few drops of different food colourings
- ½ teaspoon of dried spices, herbs or food essence (optional)

**3**

Mix flour, salt, cream of tartar and oil in the mixing bowl well

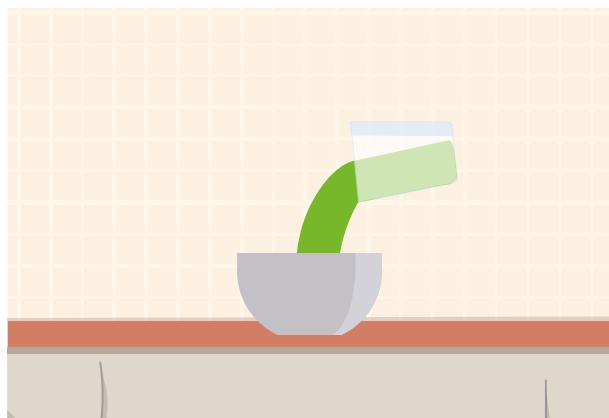
Annex 2

Preparing Salt Dough



4

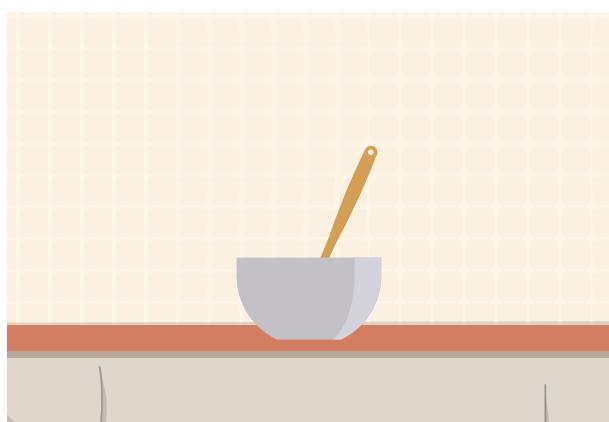
Add a few drops of the preferred food colouring into the boiling water



5

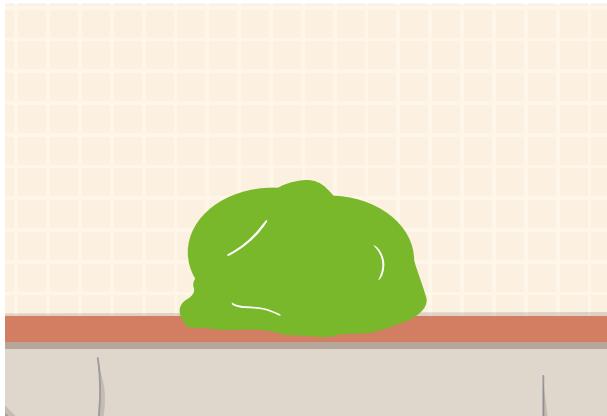
Add the boiling water into the mixture in the bowl

- Create different dough consistencies by varying the amount of water used. More water will result in a softer consistency, making it easier for seniors with dexterity constraints to knead the dough

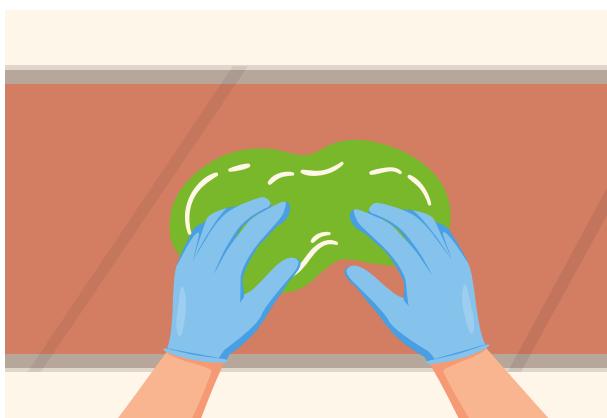


6

Stir continuously with the mixing spoon until the mixture reaches a dough-like consistency

**7**

Allow the dough to cool down

**8**

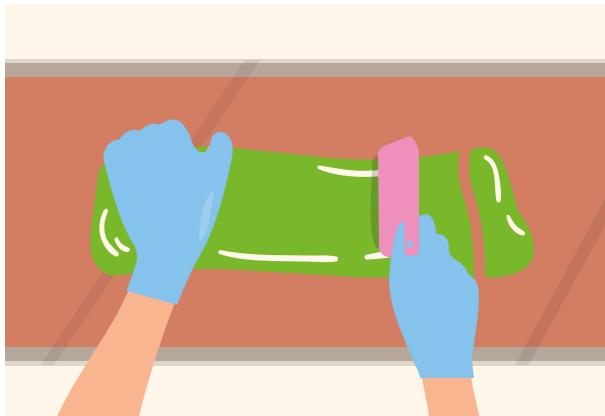
Knead the dough with plastic gloves continuously until it is smooth and elastic but not sticky

**9**

Add in the selected spices, herbs and food essence (optional). Knead to mix them evenly

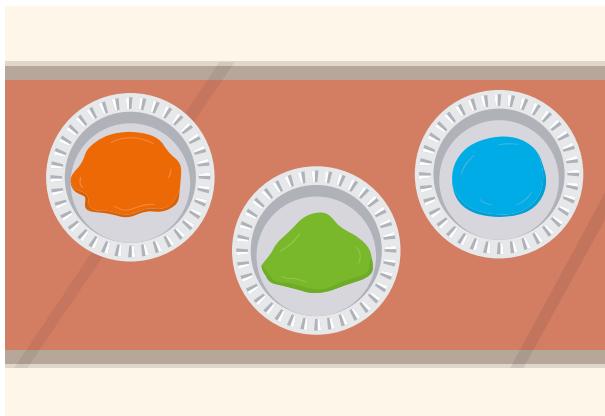
Annex 2

Preparing Salt Dough



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

Tips/Alternatives

- You may also refer to online video tutorials for other approaches to making salt dough.

Annex 3

Namaste Care

What is Namaste Care?

Namaste Care is a multi-approach care programme that incorporates sensory, psychosocial and spiritual elements to enhance the quality of life of persons living with moderate to advanced dementia.

It aims to promote quality of life through a daily programme which includes physical, sensory and emotional care practices, where persons living with moderate to advanced dementia engage with their caregivers and care professionals, family members and surroundings. It is also suitable for persons with end-stage illnesses such as cancer.

Namaste Care has been implemented in many countries around the world, including Singapore.

Focus of Namaste Care

The programme seeks to “honour the spirit within” each individual. The two principles which define the practice of Namaste Care are:

**1**

A comfortable environment which promotes:

- A sense of calm
- Small group settings (e.g., Family-like)
- Meaningful verbal and non-verbal communication

**2**

An unhurried loving touch focusing on:

- Massaging of hands and feet, hair and nail care
- Sensory stimulation from meaningful activities included in the programme (e.g., Welcoming your loved ones into the room or space)

These principles are applied in both group and individual settings. A hand massage, for example, is one of the ways to provide “tender, loving care”. Hand massages have demonstrated positive benefits such as reducing pain and anxiety, and also promotes relaxation for persons living with dementia.

Benefits of Namaste Care

The Namaste Care programme can be adapted for use in different settings, for example, a hospital, in the community such as a day facility, a nursing home, and at home.

A guide published by University of Worcester, United Kingdom (2019) noted that Community Care organisations that delivered the programme reaped these benefits:

For persons living with dementia (nursing home residents)

- Substantial reduction in agitation with significant increase in quality of life for participating residents
- Improvements in areas such as communication, eating and drinking, weight gain, calling out, aggression and wellbeing expressions were noted

For professional caregivers

- A positive experience by staff involved in the programme which helped foster closer relationships with their residents

For families

- Families involved in training or sessions saw positive impact on their loved ones
- It presented new ways of communication for families with their loved ones

⊕ Resources On Namaste Care



Namaste Care Training For Caregivers (Basic)

This e-learning course will provide caregivers with insights into how to connect with persons living with moderate to advanced dementia and promote positive and meaningful relationships with them. Find out more on the course in this link: <https://for.sg/w1hazy>.

Scan this with
a QR code reader
to access the link



<https://for.sg/w1hazy>



Namaste Care Toolkit

This toolkit provides practical tips on how to communicate with persons living with dementia, create a more conducive environment for daily activities of living and simply enjoy each other's company. Download the Namaste Care Toolkit in this link: <https://for.sg/rxvnsq>

Scan this with
a QR code reader
to access the link



<https://for.sg/rxvnsq>

Namaste Care

Pre-massage Checklist

1. Items required for the massage:

- Moisturiser
- Gloves (for care professionals)
- Music player
- Items to make the care recipient comfortable (e.g., Cushions)

2. Create a calm environment

- Create soft lighting
- Ensure room is quiet
- Room should feel cool and comfortable
- Use a chair with good support
- Play soft, relaxing music
- Use aromatherapy oil

3. Observe the care recipient

- Check on how the care recipient is feeling. If he/she is overly agitated, it is best to carry out Namaste Care at another time

4. Pre-massage measures

- Remove all jewellery
- Wash or sanitise your hands
- Keep your nails short
- Professional caregivers such as nursing home staff should wear gloves for health and safety reasons



Appendix 1

Facilitating Activities Virtually²⁵

(This information is adapted from the “Planning Effective Group Activities” Guide developed by Agency for Integrated Care. For more information, visit <https://for.sg/planning-activities-p>)

Scan this with
a QR code reader
to access the link



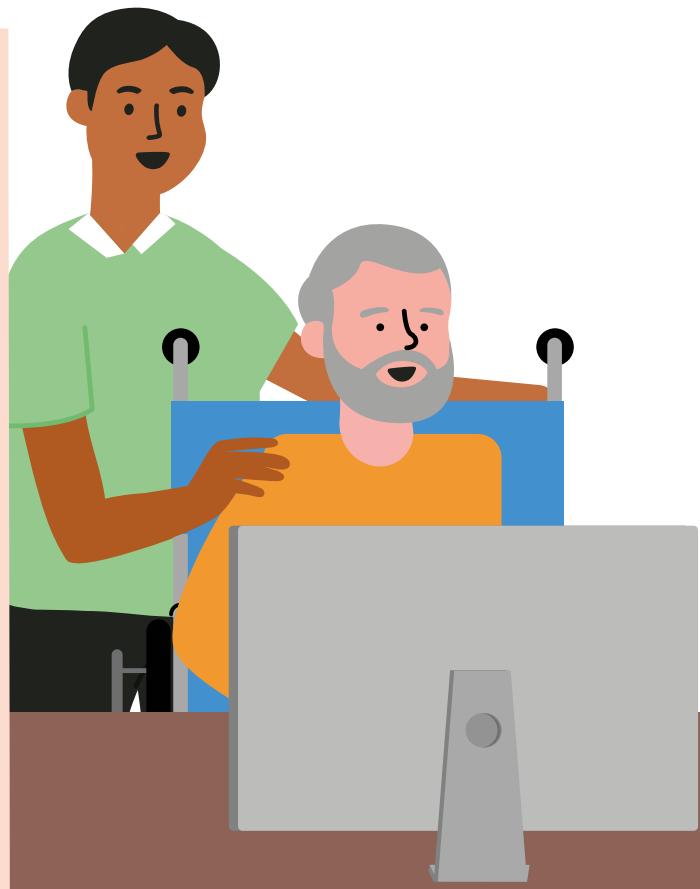
<https://for.sg/planning-activities-p>



Many seniors who have higher care needs will require guidance or hand over hand assistance. Virtual engagements are hence less than ideal and should not be used unless absolutely necessary. The therapeutic touch of the staff/volunteer/caregiver is key for these seniors, some of whom may be more sensory or even reflexive in their activity ability. Especially for persons living with dementia, it is the in-person interaction that truly matters.

If virtual engagements are needed, do have a staff/volunteer/caregiver (activity assistant) present beside the senior to guide them along the activity. It is preferable for the activity assistant to be familiar with the activity, if not, they can follow the instructions provided by the facilitator online, repeating them to the senior and providing hand over hand assistance if required.

It is also helpful for the activity assistant to communicate with the facilitator before the start of the session to ensure that the seniors’ needs can be addressed.





What should the facilitator do before the virtual engagement?

- 1 Identify the person that will be communicating the details of the session to participants (staff/volunteer/caregiver). This could be the activity assistant or the facilitator. Once that is established, communicate with the participants and ensure they have the required items for the virtual engagement. This includes Wi-Fi/data connection, sufficient number of laptops/tablets and other technical equipment (e.g., Projector, speakers, if required) and knowledge on how to use the virtual platform (e.g., Zoom, Skype, Teams).
- 2 Be sure that **an email** is sent to all participants with the following information:

- Items required for the virtual engagement. This comprises both the technical setup (e.g., Wi-Fi/data connection, laptop with camera, speakers, virtual platform such as Zoom) and materials required for the session (e.g., Art supplies).
- Session plan which factors in time for breaks, questions and feedback segments.
- Virtual platform link details (e.g., Zoom meeting room and password).
- A contact number for participants to use should they encounter issues.
- A list of good virtual engagement practices:
 - Remind participants to find a quiet, conducive space for the session and to use a virtual background, if preferred.
 - Remind participants to test their audio function (speaker and microphone) and then mute themselves when the facilitator is speaking.
 - Turn on their laptop/tablet camera to promote better social engagement and activity review (e.g., To ensure participants are keeping up with the activity, for safety reasons).
 - Use the “chat” function or unmute themselves to ask questions/provide responses/seek assistance.

If necessary, set a time 1 to 2 days before the session to familiarise everyone with the functions of the online platform or send a step-by-step guide (with visuals). Remember to have everyone test their laptop/tablet’s audio (microphone and speaker) and video functions.

Appendix 1

Facilitating Activities Virtually

3



Set aside time, at least 15 minutes for a simple setup, to ensure that your technical equipment is ready for the session.

4



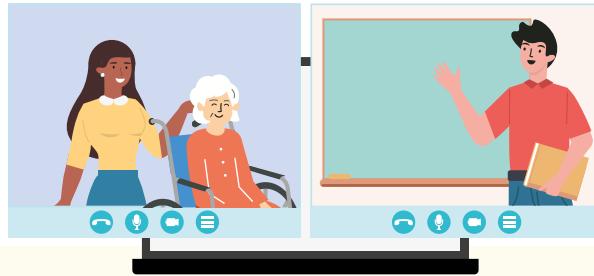
Review the optimal number of the group depending on the activity nature and participants' requirements. This should also factor in considerations such as being able to accord sufficient attention to individuals and to facilitate social interaction and participation in the group.

Tips

As a general guide, more independent participants will require lesser assistance. It is best to have 1 laptop/tablet for each participant, but a large screen (TV, computer monitor) can accommodate viewing by more participants. Review your approach while considering participants' preferences and needs and equipment availability.

What to do during the activity:

Here are two possible scenarios:

Scenario A:**The activity is led by a facilitator online and you are assisting a senior on the activity**

- ① The session administrator (e.g., Facilitator/Staff) should start the session 15-20 minutes earlier to admit participants into the virtual platform.
- ② Check that all participants are able to see and hear the facilitator clearly and vice versa. It may be helpful to have another person tasked to address technical issues so that the facilitator and staff/volunteer/caregiver assisting the senior can do so without distractions.
- ③ Start the session with a round of introductions for both the facilitator and participants. Encourage participants (with their virtual platform cameras on) to give a short self-introduction.
- ④ Provide a recap of the programme for the day, including showing an end-product (if appropriate), sharing about break times, basic rules and instructions on how the session will be conducted (e.g., How to ask questions through the ‘raising hands’ function, chat via microphone, safety precautions that participants need to take note of).
- ⑤ Be the timekeeper for the facilitator.
- ⑥ If the facilitator speaks or goes through the steps too quickly, use the chat function to alert them to slow down.
- ⑦ The external presenter should create a safe environment and ensure that all participants are clear and able to follow the instructions before proceeding to the next step.

Tips

Some virtual platforms offer “breakout rooms” to enable small group discussions. Explore the functions of the virtual platform to know how to bring the activity engagement “closer” to participants.

Scenario B:

You are conducting the activity

- 1 Start the session 15-20 minutes earlier to admit participants into the virtual platform.
- 2 Check that all participants are able to see and hear you clearly and vice versa. It is helpful to have another team member assist you in managing technical issues. Invite/assist participants to turn on their virtual platform camera, test their audio and then mute themselves.
- 3 Start the session with a short self-introduction.
- 4 Encourage participants (with their virtual platform camera on) to give a short self-introduction.
- 5 Provide a recap of the programme for the day, including showing an end product (if appropriate), sharing about break times, basic rules and the overall structure of the session.
- 6 Speak in short and clear sentences.
- 7 Check regularly that all participants are clear and able to follow the instructions.
- 8 Monitor the chat window for questions or requests for assistance by participants.
- 9 Be mindful of the time to ensure that you keep to the schedule.
- 10 Ensure that all participants have completed the necessary steps for the activity before proceeding to the next one.



📍 Tips

Be creative and include an ice-breaker/warm-up game related to the main activity to get participants ready for the session or find out more about them through the game.

Example: If the main activity is an exercise session, start the session with an ice-breaker to ask participants about their favourite sport in their younger days and use some of those actions in the activity.

What to do after the activity:

- ❶ Provide time for participants to share and give feedback about the activity. Some questions that you could ask include:
 - a. What did you enjoy most about this activity?
 - b. Are there other similar activities that you would like to participate in the future?

This can be done in an open format or you may wish to call on participants to share their responses.

- ❷ Thank the external presenter (if one was present) and all the participants for their time.
- ❸ Seek participants' feedback on any difficulties encountered to refine the session for the next time.

End the session by reminding participants when the next session will be and any items that may need to be prepared for it.

**Technical Aspects****1. Check your video settings:**

- Lighting: Have a large light source either directly facing you (e.g., Windows with sunlight streaming through, or monitor (adjust screen brightness accordingly), or no more than 45 degrees away. Where possible, use natural light.
- Background: Have a background that is clear and uncluttered to minimise distractions. If required, use a simple/plain virtual background.
- Framing: Be centred in the frame and have the camera at eye level. Use a stand/books to prop the laptop/tablet higher if required.
- Preview: Many virtual platforms have preview options, use them to check and adjust your angle before the session commences.

2. Check your audio settings:

- Location: Find a quiet and conducive environment without background noise or distractions.
- Microphone: Use the laptop/tablet's in-built microphone or external microphones (e.g., Desktop, lapel, headphone) to ensure you can hear clearly and are audible.

3. Other technical matters:

- Ensure all technical items are fully charged with contingency items like spare extension cords, lights, laptops/tablets microphones and a data card for internet connection on standby.

Appendix 2

Tips on Engaging Seniors with Vision and Hearing Concerns

Appendix 2

Tips on Engaging Seniors with Vision and Hearing Concerns

(This information is adapted from an excerpt from the “Planning Effective Group Activities” Guide developed by Agency for Integrated Care. For more information, visit <https://for.sg/planning-activities-p>)

Scan this with
a QR code reader
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<https://for.sg/planning-activities-p>



Tips on Engaging Seniors with Vision Concerns²⁶

- Identify yourself and always approach the senior from the front, not from the side
- Sit within the senior's field of vision
- Remind the senior to wear their glasses, if applicable
- Place materials/objects near the senior
- Ensure that the activity space is brightly lit, while avoiding the glare/reflection from floors/windows
- Use brightly-coloured materials with contrasting backgrounds to help seniors differentiate the materials
- Use large prints and items and provide a magnification sheet, if needed
- Darken/thicken outlines of patterns
- Give clear verbal instructions and avoid using hand gestures or facial expressions
- Provide hand over hand guidance to assist the senior to perform tasks, if required
- Speak in a normal voice and avoid talking too loudly
- Always ask first whether assistance is required and ask for instructions on how to help
- Before moving away, inform the senior that you are about to leave



Tips on Engaging Seniors with Hearing Concerns

- Sit close to the senior and on the side where they can hear best
- Remind the senior to wear their hearing aid, if applicable
- Face the senior and maintain eye contact when talking
- Speak slowly and clearly in a lower-pitched voice, if possible
- Ask one question at a time
- Be patient in waiting for the senior to reply
- Use body movement and hand gestures to supplement your speech
- Use visual aids, such as instructions in pictorial/written form
- Include the senior in smaller group activities
- Minimise noise from the background and surrounding areas

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Notes



Notes



Notes



Notes

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AIC Link

The Agency for Integrated Care (AIC) aims to create a vibrant care community for people to live well and age gracefully. AIC coordinates and supports efforts in integrating care to achieve the best care outcomes for our clients.

We reach out to caregivers and seniors with information on staying active and ageing well, and connect people to services they need.

We support stakeholders in their efforts to raise the quality of care, and also work with health and social care partners to provide services for the ageing population.

Our work in the community brings care services and information closer to those in need.