

Lyons Gardens Session Plan: “Making Jewelry with Jenee”

Model of Human Occupation: As I planned my session I used MOHO to ensure I am looking at all aspects of my group, environment, and individual participants. After meeting with Juan, interviewing residents, and experiencing group session 1, I feel that I have a general idea of what the participants are able to do and which client factors they have difficulty with. I know they they enjoy a bit of a challenge, but also may need accommodations for fine motor skills, control of voluntary movement, muscle endurance, and time for processing. I have tried to anticipate the residents’ level of participation and what may need to be graded/adapted in order for the resident to be successful in their activity. I am taking into consideration their specific abilities and needs as I try to anticipate any safety concerns and eliminate any hazards before the activity begins

I planned an activity that will allow for time to socialize and for me to utilize Cole’s 7 steps. I have learned, from talking directly with residents, what some of their routines and schedules look like. I have also heard directly from several group participants that they are interested in creating jewelry. I have knowledge of my environment and know that I may need to move from the lobby, into the larger room to accommodate more participants.

Discussion on how their selected activity will support the overall group purpose and goal of enhancing social participation and promoting health and well-being: I decided on a jewelry making activity based on my interests and because a few residents expressed a desire to create jewelry. I am excited about the activity and can share my knowledge of jewelry making with them . Wearing jewelry is a nearly universal means of expression and decoration for most cultures. Looking at my demographic, I know that wearing jewelry is something that most of the female residents share in common. I also know that many women comment on each other’s jewelry and ask, “Where did you get that bracelet/necklace/ring?”. Self expression, through wearing jewelry, invites opportunities for conversation. They will have the potential to share about their experience with the ACC SOTAs, their interactions with each other, and about how they made their own bracelet. When they see other residents wearing the bracelet we made together, I hope that I gives them a sense of community, belonging, and excitement for shared experience. Just by showing up to our group, each resident will have made the conscious and intentional decision to leave their apartment, socialize, and participate in a group activity. They are getting fresh air, a little sunshine, a small amount of exercise (if walking), and social participation. These things go a long way to improve the resident’s overall health and well-being! My intention is that they enjoy the group so much that they look forward to next week, socializing more, and getting a little more active.

Supplies needed:

- Pre-cut rings of memory wire (2 ½ loops for each bracelet)
- Glass beads of various shapes, colors, and sizes: approximately 25 for each bracelet
- 40 seed beads for each bracelet
- Clear, shallow trays for choosing and sorting beads (2 for each participant)
- Thin gauge wire (for easy transfer of seed beads onto memory wire)

Tools needed:

- round jewelry pliers
- Wire cutters

Equipment needed:

- Sturdy table with enough space for each participant to have a 2' x 1½' workspace.
- Good lighting
- One stable chair for each participant and Group helper

Environmental set-up to enhance participation and safety: There should be enough table space for each individual participating in the craft to have a 2' x 1½' work area on the table top. The tables should be set up in a long line so that participants can sit next to one another and across from one another. This will facilitate conversation and allow participants to share materials. The temperature should be comfortable and the noise level as low as is possible for the environment. The lighting will be bright and even though we will be working with lots of small materials, the tables should be as clear of clutter as possible. Each participant will sit in a sturdy chair, unless they need to stay in their power or wheelchair. There will be several places at the table accessible for those with limited mobility. Any sharp tools will be set on a small table that is set up 4 feet away from the participant's table. This smaller table will contain all of the supplies

and be accessible only by the SOTAs. Group helpers will be asked to scan the floor periodically for any beads that may have fallen to the ground that could be a fall risk.

Co-Leader will summarize the session and introduce the activity for week 3. Co-Leader will also step in to moderate/facilitate conversation if my attention is required elsewhere.

Group helpers will pass out materials, repeat instructions as needed, keep the work spaces tidy, and pick up any beads that may fall to the ground. Group helpers will also assist the participants when they require grading or adapting to complete the activity. They will assist all residents as they complete their bracelets by stringing the final set of seed beads and bending the end of the wire to prevent the beads from falling off. They will also participate alongside the Lyon's Gardens residents, contribute to the conversations and help moderate if necessary.

Session recorder will observe the session and document the participant's level of interaction. They will document each participant's name and if they interacted with each other and the SOTAs. They will take notes based on their observations that are related to psychosocial interactions in a non-medical model.

Cole's 7 Steps:

Step 1: INTRODUCTION: "Welcome to Crafts and Chat!" SOTAs introduce themselves and then participants introduce themselves and all will be asked, "what is/was your favorite hobby? And is this your first time at Craft and Chat?".

"The purpose for our group today is to get to know one another and share stories/experiences with each other while creating bracelets using glass beads."

Step 2: ACTIVITY: "Today we will be making a bracelet using glass beads. We are going to pass out a variety of glass beads for you to choose from. Please choose about 25 beads. Once you have your beads, we will pass out a wire and you can begin stringing the beads. The beginning and the end of the wire will be made of smaller beads, which we will place on your wire. The smaller beads will help the bracelet from being too heavy. When you feel like your bracelet is complete, let one of the ACC students know so that we can bend the end of the wire so the beads do not fall off. You may keep your bracelet or give it as a gift!".

1.) Group helpers will pass out a plastic tray containing a variety of beads to each of the participants.

2.) Participants will be asked to choose approximately 25 beads to place on their bracelet and place them in an empty tray.

3.) Once the beads are chosen, they may begin placing the beads on the wire. One end of the wire will already be closed off and have 20 seed beads pre-strung on the beginning.

4.) Once the participants have placed all of the beads, or we run out of time, Group helpers will string the final 20 seed beads on the end of the bracelet then use jewelry pliers to bend the end of the wire to prevent the beads from falling off and prepare them for wearing.

5.) Group helpers or participants will ensure that the bracelet fits correctly.

Step 3: SHARING: (Includes opportunity for group members to share experience with each other. (Tangible product, result, or outcome) **“Let’s take a moment to go around the table and each person can show their bracelet to the group and briefly explain why they chose their beads and patterns.”**

Step 4: PROCESSING: (How will you get the group to express feelings about the group and benefits of participation? Ask about group members feeling toward the activity the interaction with the group members or group leaders). **“How did you feel about this activity? Was it a positive experience? Why? How did you feel about interacting with the other participants and SOTAs? Do you feel like you had the opportunity to share with the group and participate in the activity?”**

Step 5: GENERALIZING (Compare the group member’s response and state what they had in common. What did the group experience?) **“Everyone expressed that they enjoyed talking to one another while making the jewelry. It also sounds like you are happy with your finished product.”**

Step 6: APPLICATION (Discuss what they learned about themselves (clients) during this activity that would help improve their ability to attend to and participate in other activities at the center) **“As you get to know each other better throughout the course of our Craft and Chat group, I hope that you will continue to spend time with one another. Before we began our activity, I asked each of you to state one of your hobbies. Perhaps you can connect with someone who shares your same**

interests and plan a craft/hobby night of your own. The end product is not nearly as important as the time you share together, so I would encourage you to try something new!”

Step 7: SUMMARY (summarize the benefit of the activity in meeting the group goals and thank them for participation.) **“I see some familiar faces and some new faces here today. Thank you all for coming and participating with us. We had another great hour full of friends (new and old), fellowship, and crafts! We were able to get to know each other a little bit better and enjoy each other’s presence and conversation. Thank you for joining us and participating today! We hope to see you next week!”**

Modifications: Memory wire is being used instead of jewelry wire in order to eliminate the need for a clasp, which would be very difficult for our participants to manipulate. They have reduces muscle power, range of motion, and control of voluntary movement in their hands. I will pre-cut the wire so that the residents do not need to manipulate the wire cutters. The group helpers will bend the ends of the wire so that the residents do not have to manipulate the jewelry pliers.

My initial plan was for the bracelet to be made completely of the glass beads, but that caused the bracelet to be very heavy. To reduce the weight, the beginning and end of the bracelet will be made of seed beads, which are much smaller and lighter. I will place 20 seed beads on the wire before the activity. The participants will place about 25 glass beads on the wire. The group helpers will then place 20 seed beads on the end before bending the wire to finish it off. The final 20 seed beads will be pre-strung on a very thin wire. It is then possible to quickly transfer onto the memory wire without having to pick up each tiny bead, one at a time.

Participants can choose to place fewer beads on the wire if they run out of time or if the muscles in their hands begin to fatigue. Group members may assist participants by forward chaining the activity.

If a resident is worried about the weight of their bracelet, I will add more seed beads and less of the heavier glass beads.

If a resident is unable to safely meet the demands of the activity, they can still participate by choosing the beads they want on their bracelet. I would then ask a group helper to assemble the bracelet based on the resident’s wishes. This will allow for social participation and avoid feeling excluded.