

Recreation Program Description

Program Title: Dr. Seuss Day – Guessing Game based on the books “I Can Read with My Eyes Shut” and “The Things You Can Think” (Creative/ Cognitive/ Physical Program)

Program Objective: To enhance self-esteem, increase cognitive skills, increase fine motor coordination, encourage social interaction, increase movement, express emotion, stimulate the senses, reduce tension, and to have fun.

Length of Program: 30 minutes **Leader/Participant Ratio:** 1 to 3

Target Audience: Level III – V - Group **Maximum Group Size:** 20

Procedure: (Step by step explanation of process)

Beginning:

- Staff will set up three tables each at a different side of the room.
- Each table will have different activity for resident to participate in.
- When resident comes in they are given a game card and a staff member will write their name on it.
- Each table will need three staff members to note the resident’s game card as they participate at their assigned table.
- Table one “What’s in the Box” will have three boxes with a hole in each so the resident can put their hand in to feel what is in the box and make a guess as to what the item is.
- The staff member assigned to that box will record the residents guess on their game card.
- This is repeated until the resident finishes with the “What’s in the Box” table.
- Staff sends resident to the table two “I can do this!” where the resident will take turns with each exercise item to see how many they can do.
 - Example:
 - Brick or one pound weight – staff records how many times the resident can lift it with each hand from the table.
 - Stress ball – toss it back and froth until the resident either gets tired or the ball drops.
 - Exercise bands – resident pulls and counts how many pull and how far they can pull it.
- Resident is then sent to the table three “I know what it is!”
- Staff will sit resident down and blind fold them and then give them items to smell and feel so they can guess what it is.
 - Example:
 - Fruit – they can feel it and smell it.
 - Jar that have different scents in them – peanut butter, cinnamon etc...
 - Card with letter punch out to see if they can guess what letter it is.

Middle:

- After resident has completed his/her game card then it is turned in for a total score by the activity director.
- Resident can then enjoy a snack of milk or juice and a mini donut.

Closing:

- After 30 minutes or the last resident has completed the game card and all cards are totaled then the winners (one male and one female) will be announced.
- The prize is a set at the beauty shop one for a female and one hair cut for a male.
- The drawing for the staff will take place at this time. (the prize is a gift basket donated by a local Avon Independent Sales Representative)

Room Arrangement:

- Set up three tables at different sides of the room.
- One long table set up for drinks and mini donuts for refreshments.

Supplies & Equipment:

- Three tables
- Boxes with hole in each of them large enough to put hand in and take out
- Stuffed bear
- Ball – base ball or small football
- Some squishy – rubber thing
- Sandpaper or something very rough to the touch
- One pound weights or brick (weights from therapy room)
- Hand stress ball (ball from therapy room)
- Rubber exercise band for pulling (bands from therapy room)
- Brail cards (contact the local blind association for a one day loan)
- Assorted scents to smell in jars (scents on cotton in baby jars or medicine bottles)
- Blind folds (make from construction paper or felt with string, so they can keep – prevents the spread of any possible eye infection)
- Different fruit (apple, banana and mango- check with dietary department)

Precautions:

- Resident may get frustrated in guessing items.
- Resident may get exhausted at exercise table.

Adaptations:

- Staff can assist resident by giving them hints with items.
- Staff can watch to ensure that staff does not over exert themselves when at the exercise table.

Physical Aspects:

Body/Skill Levels:

Sit X, Stand X, Walk _____, One-Handed X, Two-Handed _____,
Eye/Hand Coordination _____, Gross Motor X, Fine Motor _____.

Sensory Skill Levels:

Touch X, Taste _____, Smell X, Sight X, Hearing X.

Social Aspects:

Small Group _____, Medium Group X, Large Group _____,
Verbal/Physical Curing X, Interaction w/Staff – Others X.

Cognitive Aspects:

Attention Span: LT Memory _____, ST Memory X.

Thinking:

Abstract X, Concrete _____,
Sequencing _____, Problem Solving X.

Step Directions:

1 2 3 4 5 or more

Emotional Aspects:

Use of Past:

Skills: X Memories: X

Use of New:

Skills: _____ Memories: _____

Special Instructions:
