



ALZHEIMER'S
DISEASE
ASSOCIATION

Activity Handbook

FOR CENTRE-BASED CARE

Updated 1 Nov 2019

ALZHEIMER'S DISEASE ASSOCIATION | 20 BENDEMEER ROAD #01-02 BS BENDEMEER CENTRE, 339914

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Introduction

Objective of the Handbook

The Activity Handbook aims to achieve the following objectives:

- Comprehensive guide in planning, conducting and executing activities¹, and allocating resources
- To record activities done across centre-based services (New Horizon Centres and Family of Wisdom Centres) in Alzheimer's Disease Association (ADA)
- Form of training material for new care staff

Who Can Make Use of This Handbook

The following handbook can be used by any staff in the following fields:

- 1) Programme Coordinators
- 2) Centre care staff assisting in activities
- 3) Staff members in ADA (e.g. Extension Programme) and for consultancy purposes

Activities are essential in delaying the progression of dementia, it improves the following:



Activities can add to the Quality of life (QoL) of a person with dementia. QoL is defined as a “combination of an individual's functional health, feelings of competence, autonomy in performing Activities of Daily Living (ADL), and satisfaction with one's social circumstances” (Hooyman and Kiyak, 2014).

QoL increases where there are meaningful activities in which persons with dementia are engaged as active participants and they are treated as individuals by staff (Moyle et al., 2013). As active participants, person with dementia reap the full benefits of the activities. Goals of the activities aim to maintain cognition, improve behavioural issues and improve emotional state.

¹ Activities such as the arts, physical activities, reminiscence sessions, social activities and more

The benefits of activities for persons with dementia include (Fitzray, 2001):

| Cognitive | Behavioural / Physical | Socioemotional |
|---|---|---|
| <ul style="list-style-type: none"> • Maintaining memory • Enhance and maintain communication skills | <ul style="list-style-type: none"> • Enhance and maintain general health • Strengthen and maintain muscles • Increase and maintain flexibility • Decrease pacing and restlessness • Decrease repetitive behaviour • Decrease wandering • Increase night-time sleep | <ul style="list-style-type: none"> • Enjoy happier daily life • Increase feelings of self-worth • Improve and increase personal relationships • Preserve family history • Reduce nervous tension |

And to ensure that the activities done are meaningful and effective, activity goals should be clearly defined. These goals include but are not limited to the following:

| Maintain | Stimulate | Promote |
|--|--|--|
| <ul style="list-style-type: none"> • Concentration • Fine motor skills • Gross motor skills • Problem solving skills • Visual perception skills | <ul style="list-style-type: none"> • Reminiscence and recollection of memories • Sensory abilities • Visual awareness | <ul style="list-style-type: none"> • Creativity • Communication • Self-expression • Social interaction |

Theories To Explain The Need For An Active Lifestyle

Activity Theory (Role Theory Incorporated)

As a person grows older, they will experience changes in the following areas of their life such as,

- **Status:** Retirement
- **Health:** Onset of long-term chronic health conditions (e.g. diabetes, high blood pressure)
- **Physical sensory functions:** Poorer eyesight

For a smoother transition as age increases, the theory recommends that older adults keep up their roles, relationships and status in life.

Older persons who are more regularly maintain their roles, relationships and status will enjoy more satisfaction, a positive sense of self and a smoother transition when adjusting to ageing. If an older adult is unable to manage the loss, it is seen as a decline.

Engaging in leisure activities encourages meaningful engagement, productivity and provides purpose. When persons with dementia engage in activities, they are productive and there is a sense of purpose.

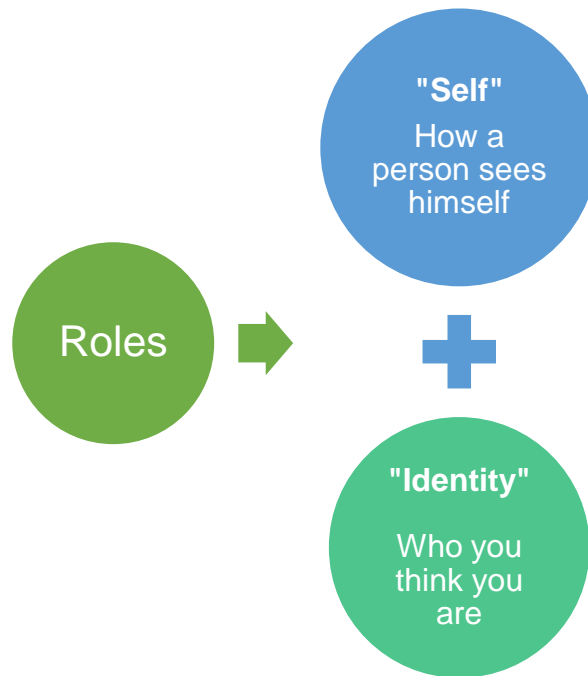
For a person with dementia, here is an example of how they can grow older more gracefully by keeping with their roles, relationships and status.



All these can be achieved through engaging persons with dementia in activities at the centre-based services.

Role theory

This theory hypothesizes that if an older adult takes on a specific role, he/she will have better self-esteem and confidence. Having a role allows a person with dementia to feel useful and needed. The role helps to enforce self-identity and build confidence.



What happens when a person with dementia loses the role they use to play? To learn to cope with losing a role, a person with dementia can be:

1. Given a role (e.g. helping to distribute playing cards during a table top game)
2. Assigned with a different role (e.g. assisting another client in art and craft)

When a person with dementia is given a role, they feel useful and important. There are opportunities for them to contribute with their remaining abilities. Hence, the person with dementia is more confident and has better self-esteem.

Domains of Activities

Activities are categorised into 10 domains, which are as follows.

| | | | | |
|---|--|---|--|--|
| Activities of Daily Living <ul style="list-style-type: none"> • Setting /clearing table • Folding /ironing /laundry • Food preparation • Running errands • Dishwashing • Tidy shelves • Cleaning reminiscence items | Cognitive <ul style="list-style-type: none"> • Card games • Mahjong • Dominoes • Bingo • Pick-up sticks • Word games • Monopoly • Puzzles • Chess • Reading • Organising tasks • Threading game • Colour/shape sorting games • Sudoku • Learning keyboard • Music therapy • Computer workout | Creative/ Expression <ul style="list-style-type: none"> • Art • Musical instruments • Sing-along • Craft • Musical games • Karaoke/ Performances • Batik making • Clay making • Calligraphy | Leisure <ul style="list-style-type: none"> • Walks • Reading, browsing magazines • Reminiscence • Listening to oldies • Chit-chat • Flower arrangement • Carom • Board games • Learning keyboard • Celebration of different festivals through telling the origins of the festivals and hands-on session | Physical <ul style="list-style-type: none"> • Group exercise • Ball games • 10-Pin bowling • In-door golf • Boccia • Balloon Badminton • Walks • Dancing • Exercise bike • Bean bag toss • Circuit exercises |
| Self-Esteem <ul style="list-style-type: none"> • Intergenerational activities • Grooming • Nail care • Birthday celebrations • Support group • Helping others • Learning a new language /game | Sensory <ul style="list-style-type: none"> • Food preparation • Food tasting • Sorting tasks • Manicure, pedicure • Hand massage • Reflexology path • Listening to oldies • Foot-bath • Cooking, baking | Spiritual <ul style="list-style-type: none"> • Choir (Hymns) • Prayer • Discussion group (culture, rituals) • Nature (walks, outings, gardens) • Watching children play, looking out of the windows | Socialisation <ul style="list-style-type: none"> • Mealtimes • Serving snacks/fruits • Parties • Festivals • Music/ Dancing • Volunteer visits • Outings • Discussion/ Reminiscence group • Group game | Stimulus Reduction <ul style="list-style-type: none"> • Quiet corner • Corridor seating • Small group activity • Soothing music • Separate activity • Individual attention • Watching passerby • Cooler / warmer space |

Reference: A guide to mild dementia programme (ADA, 2009)

Activities of Daily Living (ADLs)

ADLs includes basic personal care tasks such as:

- Eating
- Bathing
- Dressing
- Using the toilet
- Getting in or out of a bed or chair
- Caring for a bowel-control device
- Walking

Disability is defined as losing the ability to complete multiple care tasks such as the above (World Health Organisation, 2002). According to an article, by 2030, more than 80,000 older adults will need help with ADLs. As compared to 2010, when 30,000 older adults needed help with at least one ADL (Neo, 2014).

Creative/Expressive

Creative activities involve using the arts to engage older adults, through activities like singing, acting, visual arts and more. When engaged effectively in the activity, Phillips, Reid-Arndt and Pak (2010) found that the older adults had:

- Active participation among experiment group
- Showed creative expression and displayed existing abilities
- A meaningful person-interaction experience
- Spontaneous communication and interpersonal dialogue in the group
- Expressions of pleasure was commonly observed

Besides being able to better communicate by verbal means, creative arts help to maximise the sense of self. Creative activities help convey non-verbal expression, difficult feelings, foster imagination, build self-esteem and promote individuality (Wilkinson, Srikumar, Shaw and Orrell, 1998).

Cognitive

As age increases, cognitive functions decline in speed, accuracy, processing time and reaction. Persons with dementia must cope with declining cognitive functions.

Cognitive activities for persons with dementia aim to:

- Maintain existing cognitive functions
- Building new pathways of learning
- Practise recalling and problem solving

One such example being used is the Cognitive Stimulation Therapy (CST), a treatment used for persons with mild dementia or with problems in memory. Each session, the persons with dementia and the facilitator will discuss about a specific theme.

Spector, Gardner and Orell (2011) found that CST helped improve the following areas in the group:

- **Better concentration and sustained alertness** – persons with dementia are actively participating and expressing themselves
- **Feelings** – participants looked forward to each session
- **Purpose** – participants listened to others and were given opportunities to share their feelings, they felt that they were contributing

Leisure

Defined as an activity without obligation or, a recreational activity done during free time. Often for relaxation and enjoyment, these activities include taking walks, doing flower arrangements and browsing through magazines.

Studies have been investigating the effects of leisure activities on persons diagnosed with dementia. The results have shown the following:

- Improvement to general function and the rate of dementia progression is slowed down (Wang, Xu and Pei, 2012)
- Delay in decline within cognitive domains (Cheng, Chow, Song, Yu, Chan, Lee and Lam, 2014)
- Promotion of quality of life through stimulation from meaningful activities, persons with dementia are engaged, and it provides purpose (Kolanowski, Fick and Buettner, 2009)

As described by the Activity Theory, older adults must adjust to age related changes such as being diagnosed with dementia. To age successfully, the person must maintain the relationship and status from mid-life to later life. Being unable to be productive or maintain status can lead to decline. Engaging in leisure activities encourages meaningful engagement, productivity and provides purpose.

Physical

Doing regular physical activities lowers the risk of illnesses and chronic conditions. As we age, our body's physical functions begin to decline. It declines faster when there is little or no physical activities. The lack of physical activities causes the body to age faster, the muscle and bone tissues degenerate faster and loses its functions (Hooyman & Kiyak, 2014).

One of the risk factors of dementia include living a sedentary lifestyle. The risk of being diagnosed with dementia is lowered by increasing physical activity.

Physical activities increase strength to improve the following (DiPietro, 2001; Haber, 2003; Hewitt, 2003):

- Muscle strength
- Gait velocity (Walking speed)
- Speed of climbing stairs

Other activities such as Tai Chi, yoga and Pilates helps improve core strength, flexibility and balance (Morone and Greco, 2007; Reid et al., 2008).

Self-Esteem

Examples of self-esteem domain activities include: birthday celebration, intergenerational activities, helping others and more. These roles support the identity of 'self' which affects self-esteem, sense of accomplishment and reassures self-identity. The roles include being a/an:

- Mentor
- Assistant
- Leader
- Advisor

For example, through holding intergenerational activities, it can help to increase self-esteem among older adults. Activities such as group exercises, reminiscence and singing sessions can help to bridge the younger and older generation. It gives older adults a social role to fulfil, such as looking out for the younger person or imparting knowledge to them.

In a study done by Chung (2009), they found that the intergenerational activity was successful because:

- There was a platform of communication for the older adults
- There was mutual learning between the young and old
- Older adults could share experiences that they vividly remembered (e.g. teenage years, life in kampongs)
- Young volunteers changed their perspectives towards older relatives as they interacted with the older participants

Sensory

Sensory activities stimulate the five senses of the body – sight, smell, touch, sound and taste. Besides engaging the five senses, sensory activities have shown to improve mood, improve communication and reduce behavioural symptoms.

Below is a review of Snoezelen therapy, a multi-sensory therapy involving lights, sound and visual stimulus.

| Researchers | Aim of Study | Results |
|--------------------------------------|--|--|
| Baillon et al. (2004) | To assess the effects of Snoezelen on agitated behaviour. | Improvement in mood |
| Lancioni, Cuvo & O'Reilly (2002) | Review evidence of Snoezelen with people with developmental disabilities and dementia. | Positive results effects on communication, engagement and self-injury. Studies reported inconclusive long-term effects |
| Verkaik, van Weert, & Francke (2005) | To review the evidence for the effectiveness of 13 psychosocial methods for reducing depressed or aggressive behaviours in people with dementia. | Some evidence was provided that Snoezelen reduces apathy in people in the later phases of dementia. |

Spiritual

Examples of spiritual activities include singing hymns, saying prayers, taking walks in the garden and more. It is important to have such activities as spiritual activities can bring up emotional responses and connections. Besides that, participating in these activities can reduce agitation and anxiety (Goldsmith, 2001; Nebes, 1992).

According to Fung and Lam (2013), spiritual activities help with cognitive functions by:

- Lowering level of depression
- Improving self-esteem
- Improving QoL
- Slows progression of Alzheimer's disease

Within the same study, the researchers found that the less religious groups experienced greater cognitive decline more than religious group.

Socialisation

Activities of socialisation involves small to large group settings, examples of such activities include: having meals together, celebrating festivals together or enjoying a conversation together.

In a study done, researchers found that persons with dementia with deep friendship networks were less agitated. They had either established relationship bonds with staff members or have been actively involved in a repeated activity (Kutner, Brown, Stavisky, Clark & Green, 2000). This could be because persons with dementia are given meaningful social roles, for example being an activity assistant.

Social activities require persons with dementia to express, communicate and practise exemplifying socially acceptable behaviours. As found by Acton, Yauk, Hopkins and Mayhew (2007), for persons with dementia, being able to successfully communicate to others increases the following:

- Self-esteem
- Sense of purpose
- Self-confidence
- Hope

Stimulus reduction

Our bodies experience declining physical functions such as poorer vision, less sensitive hearing, less flavourful taste buds and more. For a person with dementia, they may experience confusion as these functions decline faster along with cognitive capabilities.

A study by Hoof, Kort, Duijnste, Schoutens, Hensen and Begemann (2008) showed the following results of coping mechanism to the declining sensory functions in a person with dementia.

| Factor | Researchers found that |
|--|---|
| Lighting | <ul style="list-style-type: none">a. Glaring light and overexposure causes discomfort and frustration, resulting in behavioural problemsb. Poorer vision results in deficits in visual-spatial recognition |
| Temperature and thermal comfort | <ul style="list-style-type: none">a. Persons with dementia may find difficulty in expressing whether they feel too cold or hotb. Communicate discomfort through frustration, anger or attempts to get away from discomfort |
| Smell | <ul style="list-style-type: none">a. Unable to distinguish between smellsb. Stronger odours may cause distress and behavioural problemsc. Pleasant and familiar smells can help alleviate stress |
| Noise and sounds | <ul style="list-style-type: none">a. Persons with dementia have difficulty differentiating cues from stimuli that are important, hence they compensate by expressing frustrationb. Enclosed spaces create louder noises |

Tips When Planning Activities

Person-Centred Approach

ADA takes on the Person-Centre Approach in planning care and executing activities where VIPS stands for:



For person-centred care to be effective, staff need to have a good understanding of the person with dementia which includes:

| |
|--|
| • Past and present skills and interests |
| • Religious and cultural backgrounds |
| • Remaining abilities <ul style="list-style-type: none">○ Physical – Mobility, dexterity○ Sensory – Sight, hearing, touch, smell, taste○ Cognitive – Attention span○ Social – Extrovert / introvert |
| • Past role in the family (e.g. mother) |
| • Personality (e.g. sensitive, loving, strict, controlling) |

Reference: A guide to mild dementia programme (ADA, 2009)

All activities are conducted according to the
Person-Centred Care philosophy.

Planning Activities

There are different factors that will affect the conduct of activities such as:

- Is the person with dementia actively doing the activity (e.g. exercise) or can it be done in a relaxed environment (e.g. calligraphy)?
- The size of the activity group
- Can person with dementia do the activity independently without constant supervision from staff or the activity requires supervision
- Do staff need to intentionally set up the activity place for person with dementia to use (e.g. art activity) or can person with dementia do it anywhere without a set up (e.g. cutting vegetables)

In the process of planning and execution, staff need to consider the following depending on the needs of individual person with dementia.

Active or Passive

Active:

- Persons with dementia are engaged in activities such as exercise groups, dancing, singing, table games or more
- They are involved in physical, mental or social engagement

Passive:

- Persons with dementia are at ease and relaxed while being engaged at minimal level
- It includes person with dementia observing an activity on the side and listening to conversations; watching passers-by at the window, or leisurely flipping a magazine while occasionally scanning the environment

1-to-1 or Individual Activity

1-to-1 Activity:

- Provides opportunities for heart-to-heart conversations, time to work on shared projects with peers/staff or learning a new activity
- Builds and enhance relationships
- Enriching session for both parties

Individual Activity:

- Allows time for the person with dementia to be on his/her own to indulge in individual activities e.g. reading, listening to favourite music, journaling, thinking or reminiscing, craft work, working on specific projects

Small or Large Group

Small group (3 to 10 people):

- Allows opportunity for person with dementia to contribute, share and learn from one another through discussions
- Enriching interactions sharing about views, opinions and feelings
- Enhances intimacy and builds relationship beyond the group
- Activities include choir practice, storytelling, project-based work like collage, mural, meal preparation, painting etc

Large group (11 to 20 people):

- Generates great atmosphere, helps to cue person with dementia to exemplify socially appropriate behaviours
- Activities include exercise group, parties, watching performances, competitive games and festival celebrations are often organised for large groups

Structured or Unstructured

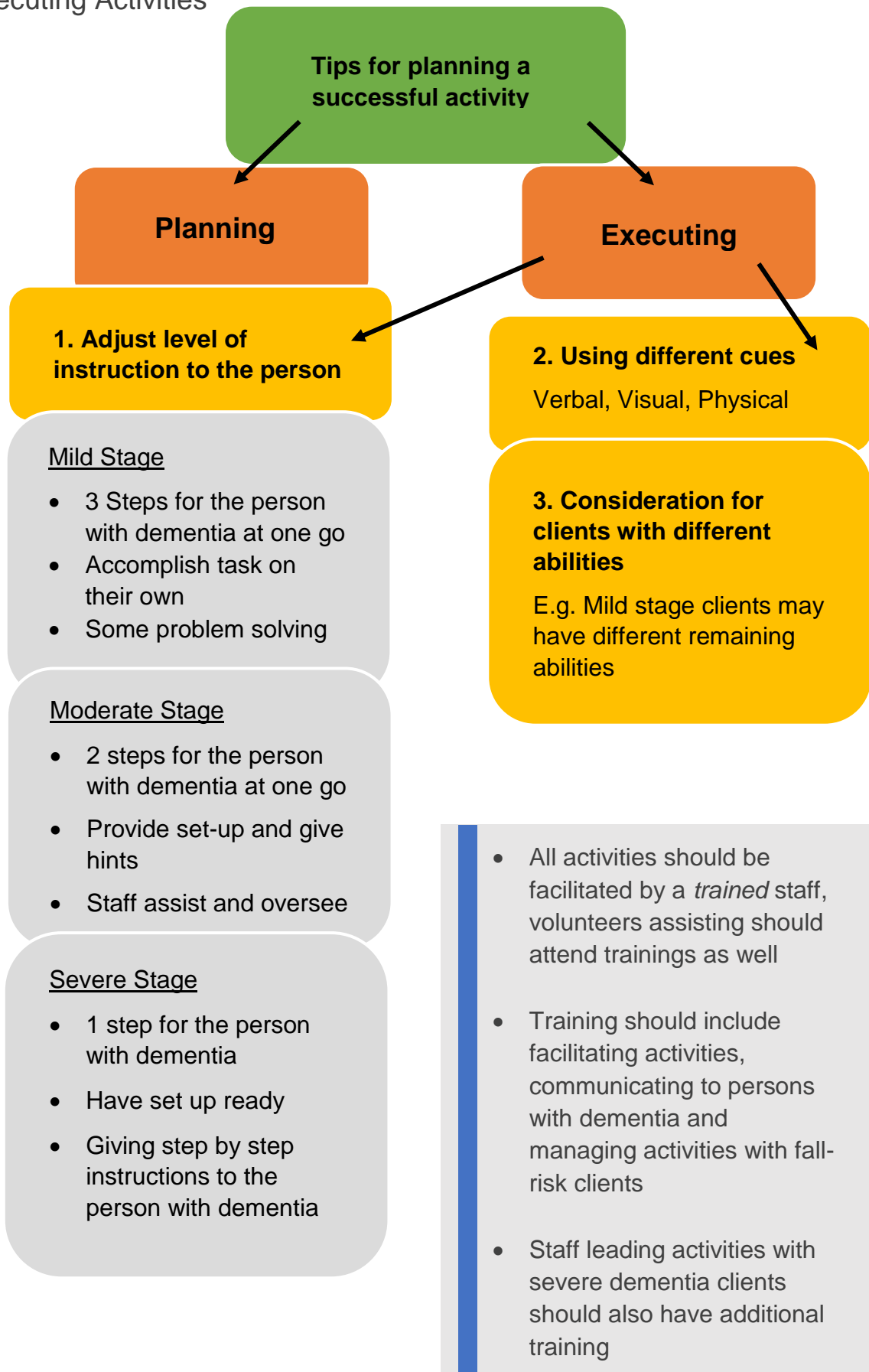
Structured activities:

- Requires the involvement of care staff to initiate and implement them
- Staff members need to prepare the environment, materials and conduct the session to achieve the intended goals
- These activities may include a mega-Bingo group, baking cookies and wrapping dumplings, art and painting session, support groups and painting wooden shelves or picture frames

Unstructured activities:

- These are activities that do not require direct staff involvement but do need the staff to set up the "natural" environment that prompts participating from the person with dementia
- Examples would include laundry to be folded, mah-jong tiles to be cleaned, shelves of books to be arranged, bean sprouts to be plucked or dishes to be washed

Executing Activities



Activities for Persons with Mild Dementia

1. 21 Points

| | |
|-------------------------|---|
| Logistics: | Coloured tokens Poker cards |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Encourage socialisation
- Maintain cognitive skills such as recognition and problem solving

Set Up and Preparation

1. Appoint a banker in the group, the banker is responsible for distributing the cards and coloured tokens
2. The banker will give each player 5 coloured tokens 3 playing cards

Execution

1. Before each player turns over their cards, they will place their bets with the coloured tokens
2. The players will turn over their cards and if:
 - a. Cards total is below 21 – they will lose the coloured tokens placed to 'bet'
 - b. Cards total is exactly 21 – coloured tokens placed for bet will not be taken
 - c. Cards total is above 21 – player receives the number of tokens placed for bet, e.g. player places 3 tokens, he/she will receive 3 more tokens



Figure 1. Poker cards. Retrieved from: https://en.wikipedia.org/wiki/Playing_card

2. AHA Cards

| | |
|-------------------------|---|
| Logistics: | AHA Cards set |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Maintain cognitive functions such as recalling and recognition
- Maintain social skills
- Practise communication and expression

Set Up and Preparation

1. Sit person with dementia around the table
2. Ensure the person with dementia who needs more supervision sits closer to the staff leading the activity
3. Shuffle the cards during each new game or round

Execution (Matching cards)

1. Pre-select 5 pairs of matching cards. Turn the cards face down and mix them up
2. Place cards faced down in 5 columns by 2 rows arrangement
3. Select a person with dementia who will go first, continue the game in a clockwise direction
4. Each player will overturn two cards, the objective is to have the highest number of matching pairs



AHA Cards (Cont'd)

Execution (Reminiscence)

1. Pre-select 7 to 10 different cards. Turn the cards face down and place in 5 columns by 2 rows arrangement
2. Select the person with dementia who will go first, continue the game in a clockwise direction
3. The first player will turn over a card and answer what is the item in the card
4. The staff leading the game can prompt questions to encourage sharing from the person with dementia playing that turn, e.g.
 - a. What is this item used for?
 - b. When did you use this item?
 - c. Tell me about your experiences
5. Give each person with dementia between 3 to 5 minutes to verbalise before moving onto the next person

3. Animal Face Mask

| | |
|-------------------------|---|
| Logistics: | Crepe paper Elastic string Hole puncher Markers / Colour pencils Paper plate Print out of animals Scissors White glue |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 activity, Small Group• Ratio of staff to person with dementia: 1:2 <p><i>*The following activity requires closer supervision from staff and/or volunteers</i></p> |
| Space needed | 1-to-1 activity: 1 table Small Group: 3 persons with dementia at each table |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Express creativity
- Maintain fine motor skills
- Practise colour discrimination and coordination

Set Up and Preparation

1. Persons with dementia chosen for the activity should enjoy art activities.
2. Punch 2 holes on the paper plate, there should be a hole on each side of the paper plate
3. Cut out the hole for the eyes on the paper plate, ensure that it is cut at an appropriate position
4. Print out examples of animals for reference for person with dementia.
5. Cut the crepe paper to short strips of 3cm to 5cm long and the elastic strings of 25cm to 35cm

Animal Face Mask (Cont'd)

Execution

1. Cut upwards at the length of the crepe paper to create the frills
2. Glue the crepe paper around the rim of the paper plate
3. Using markers or colour pencils, draw the other facial features of the animal
4. Tie the elastic band to each of the hole, adjust where needed to match the length to the circumference of the person with dementia's head



Figure 2. Lion face mask. Retrieved from:
<https://arrowskidsclub.wordpress.com/2012/08/10/lion-paper-plate-mask/>

4. Animal Headband

| | |
|-------------------------|--|
| Logistics: | Art drawing block Double-sided tape Hole puncher Markers / Colour pencils Scissors White glue |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity, Small Group• Ratio of staff to person with dementia: 1:2 |
| Space needed | 1-to-1 activity: 1 table Small Group: 2 persons with dementia at each table |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Express creativity
- Practise colour discrimination and coordination
- Practise fine motor skills

Set Up and Preparation

1. Persons with dementia chosen for the activity should enjoy art activities
2. Cut out two strips using an A3 drawing block measuring 42cm by 5cm
3. Search online for animal colouring templates and print out
4. Ensure there are different choices for person with dementia to pick from



Figure 3. Rabbit headband. Retrieved from: <https://www.fun365.orientaltrading.com/project/easy-easter-bunny-headband-craft>

Execution

1. Allow person with dementia to pick their preferences and get him/her to colour the animal template
2. Cut out the animal, glue the cut-out onto coloured paper
3. Cut around the shape of the animal
4. Glue the edge of the strips onto the animal cut out and measure against the head of the person with dementia before gluing other ends of the strips together

5. Ball Passing with Soup Ladles

| | |
|-------------------------|---|
| Logistics: | 2 Baskets Chairs Ping-pong balls Soup ladle |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 6m by 4m (marked with masking tape) |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Cognitive, Physical |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Maintain motor skills
- Practise cognitive skills such as concentration and focus

Set Up and Preparation

1. Sit person with dementia around on chairs in a semi-circle
2. Prepare a playlist of background music. Should person with dementia be distracted by the music, the staff in charge may turn it softer or turn it off
3. Distribute the soup ladles to each person with dementia and staff assisting in the game
4. Place all the ping pong balls into a large container/basket

Execution

1. Place a ping-pong ball in alternate soup ladles
2. Transfer the ping-pong ball to the person on the right
3. Staff should stand in front of the person with dementia, between every 3 persons with dementia and assist between person with dementia
4. After the ping-pong balls have been passed to every person with dementia, place the ball back into a basket for easier storage

6. Baking

| | |
|-------------------------|--|
| Logistics: | Baking paper Ingredients for the baked items (According to your recipe) Paper cups – DIY shape cutter Trays Utensils – Bowl, Forks, Spoons, Rolling pin |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:3 <p><i>*Co-leader / Volunteers required</i> <i>*The following activity requires closer supervision from staff and/or volunteers</i></p> |
| Space needed | 3 persons with dementia at 1 rectangular table |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|--------------------------------------|
| Domain of activity: | Leisure, Sensory, Stimulus Reduction |
|----------------------------|--------------------------------------|

Goals and objectives of the activity:

- Activities of familiarity may help evoke reminiscence
- Maintain fine motor skills
- Utilise sensory functions – touch, sight and smell

Set Up and Preparation

1. Sit person with dementia around the table with participants that need more supervision seated closer to the staff leading the activity
2. Pre-measure all ingredients according to the chosen recipe and to the number of tables participating in the activity
3. Pre-heat the oven, if applicable
4. Ensure all person with dementia have washed their hands and are wearing gloves after drying their hand
5. To make the DIY shape cutter:
 - a. Measure and mark 4cm from the top of the cup
 - b. Cut the top of the paper cup with a pen-knife
 - c. Ensure that the rim is smooth and without sharp edges



Sifting flour



Mixing



Kneading



Rolling flat



Adding

You can search and use any recipes online. You can use the space below to list out your ingredients:

7. Ball At The Beach

| | |
|------------------|---|
| Logistics: | Chairs Large beach ball |
| Size of activity | <ul style="list-style-type: none">• Small Group, Large Group• Ratio of staff to person with dementia: 1:5 <i>*Co-leader / Volunteers required</i> |
| Space needed | 1 activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|---------------------|-------------------------|
| Domain of activity: | Physical, Socialisation |
|---------------------|-------------------------|

Goals and objectives of the activity:

- Maintain and exercise upper body functions
- Maintain hand-eye coordination
- Practise motor skills

Set Up and Preparation

1. Sit the person with dementia around in a circle, place less ambulant person with dementia at chairs against walls
2. Prepare some background music, preferably 60's themed music. Lastly, inflate 1-2 beach balls.

This activity can also be modified by using balloons instead of beach balls.

Ball At The Beach (Cont'd)

Execution

1. The lead staff who will stand in the middle will toss the ball to a person with dementia
2. The person with dementia who receives the ball must throw it back to the staff
3. To make it more difficult, staff can increase the number of beach balls from 1 to 2, or by adding actions to do before the participant throws the ball back
4. Staff can also use smaller size beach balls for participants with mild stage dementia
5. Allow the game to be spontaneous for the participants



Figure 4. Seniors tossing balloons. Retrieved from:
https://twitter.com/callison_06/status/669223924748546048

8. Bean Bag Toss

| | |
|-------------------------|---|
| Logistics: | Bean bags Basket / Hula hoop Masking tape |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:5 |
| Space needed | 8ft by 8ft |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|----------|
| Domain of activity: | Physical |
|----------------------------|----------|

Goals and objectives of the activity:

- Maintain motor skills
- Promote concentration and focus

Set Up and Preparation

1. Using masking tape, tape the boundary line of 8ft by 8ft
2. Sit person with dementia around the boundary with an arm's length from each other
3. Distribute 3 bean bags to each person with dementia

Execution

1. Place either a hula hoop or basket in the centre of the area marked out or the basket
2. Encourage person with dementia to throw the bean bag into the hula hoop
3. If the person with dementia misses, allow them to continue until they have thrown the bean bag into the target
4. Should they need more assistance, bring the target closer to the person with dementia



Figure 5. Beanbags and hula hoops. Retrieved from: <http://www.theengagingstation.com/2016/03/hula-hoop-tic-tac-toe-review-game.html>

9. Bingo

| | |
|-------------------------|---|
| Logistics: | Bingo wheel Bingo number ball Coloured tokens Number sheets Prizes |
| Size of activity | <ul style="list-style-type: none">• Large Group• Ratio of staff to person with dementia: 1:10 <p><i>*The following activity requires a lead staff and a co-leader (can be a staff/volunteer/person with dementia) to assist with number calling in the various spoken Mandarin dialects.</i></p> |
| Space needed | 1 activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|------------------------|
| Domain of activity: | Leisure, Socialisation |
|----------------------------|------------------------|

Goals and objectives of the activity:

- Maintain concentration
- Practise cognitive functions and numerical recognition
- Maintain social skills and practise socially acceptable behaviour

Set Up and Preparation

1. Distribute the number cards and coloured tokens to person with dementia participating in the game
2. Place all the number balls into the bingo wheel
3. Prepare the sound system and microphone if needed

Bingo (Cont'd)

Execution

1. A staff or person with dementia will spin the wheel until a number ball falls out, he/she will read the number out aloud
2. If the number called out is present on the number card, mark it with a coloured token
3. The first person with dementia to complete a full row horizontally, vertically or diagonally and shouts 'Bingo' will win the game
4. Award the winners with small prizes



Figure 6. Bingo game set. Retrieved from:
<https://www.walmart.com/ip/Complete-Bingo-Set-Deluxe-Classic-Carnival-and-Casino-Game-for-Kids-and-Adults-with-Tumbler-Cage-Master-Board-Sheets-and-Markers-by-Hey-Play/552279005?athcpid=552279005&athpgid=athenatemPage&>

10. Bowling

| | |
|-------------------------|--|
| Logistics: | 15 1.5L plastic bottles Beans / Marble / Rice – to fill the plastic bottle for weight Coloured tape Tennis ball / Soccer ball |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:5 |
| Space needed | 15ft by 10ft |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-------------------------|
| Domain of activity: | Physical, Socialisation |
|----------------------------|-------------------------|

Goals and objectives of the activity:

- Maintain motor skills
- Practise concentration and hand-eye coordination

Set Up and Preparation

1. Pour in beans or rice into the plastic bottle to give it some weight and cap tightly, secure with tape if needed
2. Measure about 3m to 4m away and mark out the starting line
3. Place the 1.5L bottles in the following order on the ending line of the boundary (Figure 7)
4. Paste the coloured tapes along the boundaries of the bowling lane
5. Gather and sit person with dementia at the starting line

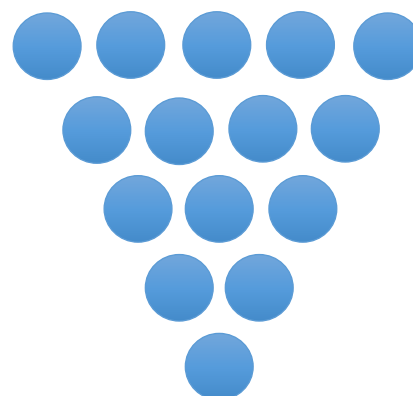


Figure 7

Bowling (Cont'd)

Execution

1. Each person with dementia is given 2 balls at the start
2. While seated, the person with dementia will roll the ball forward towards the pins
3. The aim of the game is to knock down as many pins as possible
4. Once the pins have been knocked down, surrounding staff can help to pick up the pins and place it back into the above-mentioned order



Figure 8. Bowling with plastic bottles. Retrieved from:
<https://kidspot.co.nz/activities/make-a-homemade-bowling-alley/athcgid=null&athznid=PWVUB&athieid=v0&athstid=CS020&athguid=c4e7102f-4d3-16b882b2a488b6&athena=true>

11. Butterfly Dominoes

| | |
|-------------------------|--|
| Logistics: | Butterfly dominoes game-set |
| Size of activity | <ul style="list-style-type: none">• Individual activity, Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Maintain cognitive functions such as recognition
- Practise cognitive skills such as colour differentiation

Set Up and Preparation

1. Shuffle the deck of cards and distribute equally among person with dementia
2. Ensure the cards are not cluttered in front of the person with dementia
3. Limit the number of cards in front to 2-3 to avoid overstimulation or confusion



Butterfly Dominoes (Cont'd)

Execution

1. Select a person with dementia who will start first, if there are no extra tiles ask the person with dementia to select a tile to place in the middle
2. Persons with dementia must place a matching side of the butterfly. The tile must also be in the same orientation
3. The game ends when all tiles have been placed down
4. Should person with dementia require assistance, staff may provide help through hints or guidance

12. Butterfly Streamer

| | |
|-------------------------|---|
| Logistics: | Butterfly Templates A – Butterfly wings and feelers separate Butterfly Template B – Butterfly wings only Butterfly Template C – Full body with wings Glue sticks Origami paper Ribbons Scissors |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 rectangular or round table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|------------------------------|
| Domain of activity: | Creative/Expressive, Sensory |
|----------------------------|------------------------------|

Goals and objectives of the activity:

- Express creativity
- Practise cognitive skills such as colour discrimination and coordination
- Practise fine motor skills

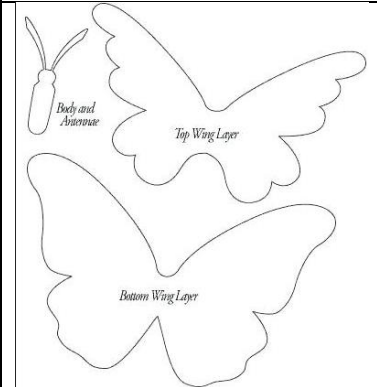
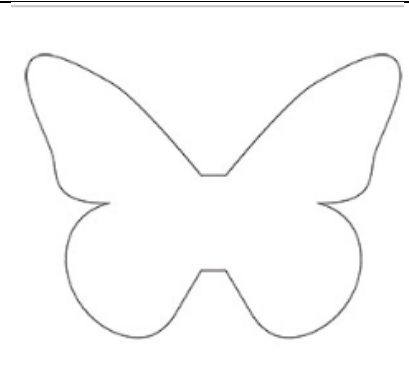
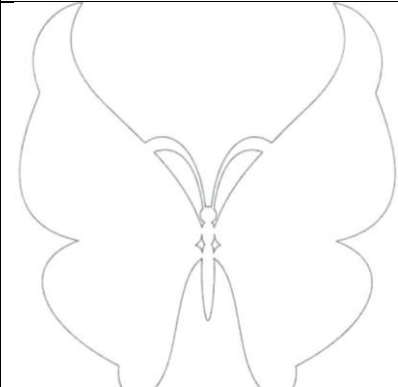


Butterfly Steamer (Cont'd)

Setting Up and Preparation

1. Find 3 sets of printable templates of butterflies. Ensure that all templates have guidelines for person with dementia to follow
2. Include 6 sets of the butterfly body templates

E.g.

| Template A | Template B | Template C |
|---|---|--|
|  |  |  |

Execution

PART A: Cutting the templates

1. Cut out Template A



2. Allow the person with dementia to choose the design of the origami paper
3. Paste Template A onto the flipside of the chosen design
4. Cut out Template A around the template guideline
5. Repeat Steps 1 to 3 for Template B
6. Paste Template A onto Template B
7. Do a total of 2 sets

- Encourage the client to have different designs of origami paper
- *Variation of activity:* For clients who have weaker hands, staff or volunteers can colour Template C

Butterfly Steamer (Cont'd)

PART B

8. Cut out 3 sets of Template C
9. Colour Template C with 3 different colours, encourage person with dementia to pick out their desired colour. If they are unable to choose, give them choices

PART C

10. Paste the 2 sets of Template A & B against each other, and insert the ribbon in between Template A & B before gluing together



13. Button Artwork

| | |
|-------------------------|--|
| Logistics: | A4 Coloured paper / A4 white paper with printouts Assorted buttons Markers White glue |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of volunteers to person with dementia: 1:3 |
| Space needed | 1 table / 1 activity room |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Stimulus Reduction |
|----------------------------|---|

Goals and objectives of the activity:

- Express creativity
- Maintain and practise fine motor skills
- Practise visual skills such as colour differentiation and coordination

Set Up and Preparation

1. Search for templates of animals, flowers or relevant themes for the activity and print it out in black and white
2. Ensure that the photos are large for better resolution
3. Have several choices for persons with dementia to choose from



Execution

1. Place the glue on the button and paste it onto the black and white printout
2. Allow person with dementia to explore with different coloured buttons and encourage them to fill up the object on the printout
3. Allow time for the glue to dry. Once completed, participants can colour or trace with coloured markers
4. After decorating it, participants can cut out the picture filled with buttons and paste it onto an A4 coloured paper

14. Badminton and Balloons

| | |
|-------------------------|---|
| Logistics: | 1 balloon 2 badminton rackets Masking tape (optional) |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity• Ratio of staff to person with dementia: 1:2 |
| Space needed | 4m x 6m rectangular (marked with masking tape) |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-------------------------|
| Domain of activity: | Physical, Socialisation |
|----------------------------|-------------------------|

Goals and objectives of the activity:

- Maintain and practise physical functions motor skills (walking, arm movement)
- Maintain social skills for interpersonal interaction
- Practise hand-eye coordination

Set Up and Preparation

1. Choose an area that allows freedom of movement and clear obstacles
2. Use the masking tape to mark the middle of the court (optional)
3. Stand opposite the participant across the area, each with his/her own racket
4. Prepare a pumped balloon, the colour should be either dark for participants to identify easily

Execution

1. The game is played like badminton, persons with dementia each take turns to serve the balloon to the other side
2. The objective is not to let the balloon fall onto the ground
3. Stop the game if one person with dementia displays signs of breathlessness or fatigue



Figure 9. Badminton racquet and balloons. Retrieved from: <https://www.cdsboutique.com/en/balloon-badminton-rackets.html>

15. Ball Throwing

| | |
|-------------------------|---|
| Logistics: | Ball Plastic bottles Plastic Terra rubber band chairs |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:3 |
| Space needed | 15ft by 10ft |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|-------------------|
| Domain of activity: | Leisure, Physical |
|----------------------------|-------------------|

Goals and objectives of the activity:

- Maintain physical functions motor skills (walking, arm movement)
- Practise hand-eye coordination
- Practise motor skills such as throwing

Set Up and Preparation

1. Stack up 3 to 4 plastic chairs
2. Take another plastic chair and secure a hula hoop at the top of the stack with thera-band
3. Cover the 1.5L with solid colour paper or paint
4. Set up the playing area with some bottles on the plastic chair and some on the floor
5. Inflate a plastic beach ball, the ball should be able to fit through the hula hoop
6. Mark out a starting line for the person with dementia



Ball Throwing & Golf (Cont'd)

Execution

1. Persons with dementia to sit in a semi-circle facing the set up
2. Staff leading the activity to select the first person with dementia, ensure that they are standing the start line
3. Encourage the person with dementia to throw the beach ball into the hula hoop
4. Should they be unable to get the ball through the hula hoop, direct their attention to the bottles on the floor instead before coming back to the other bottles

16. Calligraphy

| | |
|-------------------------|---|
| Logistics: | Calligraphy brush Calligraphy ink Calligraphy paper Calligraphy template Ink dishes / Sauce dishes |
| Size of activity | <ul style="list-style-type: none">• Individual Activity• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--|
| Domain of activity: | Cognitive, Leisure, Stimulus Reduction |
|----------------------------|--|

Goals and objectives of the activity:

- Express creativity
- Maintain fine motor skills
- Tap on existing abilities, improve or maintain linguistic skills

Set Up and Preparation

1. Pour out the ink onto individual ink dishes and distribute a paper to each Person with dementia
2. Lay out newspapers or a plastic table cover if needed
3. Examples of Chinese characters can be printed out on A4 paper and placed under the calligraphy paper for persons with dementia to trace



Figure 10. Calligraphy. Retrieved from:
<https://www.cdsboutique.com/en/balloon-badminton-rackets.html>

17. Checkers

| | |
|-------------------------|---|
| Logistics: | Checkers game set Plastic bottle caps |
| Size of activity | <ul style="list-style-type: none">• Individual Activity• Ratio of staff to person with dementia: 1:3 |
| Space needed | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------|
| Domain of activity: | Cognitive, Leisure |
|----------------------------|--------------------|

Goals and objectives of the activity:

- Maintain cognitive functions such as processing and problem solving
- Maintain focus and concentration

Set Up and Preparation

1. Set up the playing board
2. Recycle bottle caps for game pieces if you do not have the checkers pieces

Execution

1. Face the board, ensure there is a lighter colour square on the extreme right-hand side
2. Line all the black pieces on the black squares only, do the same for the white pieces
3. Flip a coin to decide who will go first, the first player uses the black pieces



Rules for Movement

Movement can only be made moving one space diagonally forward. The checker cannot move backwards unless it is upgraded to a King.

To capture another piece, the piece can jump forward diagonally over another piece such as in the example of Figure 11.

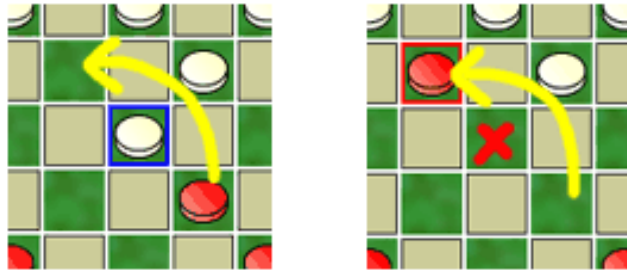


Figure 11. Checkers. Retrieved from:
https://www.itsyourturn.com/t_helptopic2030.html

Rules for Jumping

The checker must make another jump from its new position if there is a space available. It must continue jumping until there are no more jumps available. Both checker and Kings can make multiple jumps.

Rules for Crowning

When a piece reaches the opposite side of the board, it will be crowned and becomes a King. A King can move diagonally forward and backwards. However, the King can only jump over one opposing piece at a time and it must land in the space beyond the captured piece. The King is not allowed to move multiple spaces.

Additional Resources

[How to Play Checkers](#) by Howcast

[Checkers: American](#) by ItsYourTurn.com

18. Chess

| | |
|-------------------------|---|
| Logistics: | Chess board Chess pieces |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-----------|
| Domain of activity: | Cognitive |
|----------------------------|-----------|

Goals and objectives of the activity:

- Maintain cognitive functions such as processing and problem solving
- Maintain focus and concentration

Set Up and Preparation

1. Set up both white and black pieces on the chess board
2. Invite the person with dementia and allow them to choose if they would like to start as the white or black player

Execution

1. White will start the game; the following are how different pieces can move:
 - a. Pawns – Can move forward 1 square at a time. Unless it is the first move of the pawn, it can move 2 squares. It can ‘eat’ pieces that are diagonal to them
 - b. Rooks / Castles – Can move horizontally and vertically with no limit on number of squares. It can ‘eat’ pieces that are directly in its path of movement.
 - c. Knights – Moves in an ‘L’ shape, 2 squares forward or backward and 1 square to the left or right. It is the only piece that can jump over other pieces.
 - d. Bishop – Moves diagonally across the board with no limit on number of squares. It can ‘eat’ pieces that are directly in its path of movement.
 - e. Queen – Moves all directions with no limit on number of squares.
 - f. King – Able to move 1 square in all directions.

Chess (Cont'd)

2. Once white has made a move, black will move next. The turns will alternate after player has made 1 move.
3. The objective of the game is to checkmate the King, where the King is cornered and unable to move. Checkmate happens when there are no available pieces to block the way of an attack.

Additional Resources

[How to Play: Chess](#) by Triple S Games

[How to Set Up a Chessboard](#) by Chess.com



Figure 12. Chess. Retrieved from:
https://en.wikipedia.org/wiki/Chess_set

19. Chinese Chess

| | |
|-------------------------|--|
| Logistics: | Chinese chess board Chinese chess piece |
| Size of activity | <ul style="list-style-type: none"> • 1-to-1 Activity • Ratio of staff to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-----------|
| Domain of activity: | Cognitive |
|----------------------------|-----------|

Goals and objectives of the activity:

- Evoking reminiscence through familiar games
- Maintain cognitive functions such as processing and problem solving
- Maintain focus and concentration

Set Up and Preparation

1. Place the pieces in the following formation as shown in Figure 13
2. Invite the person with dementia to sit down with another player (can be another person with dementia or staff or volunteer)

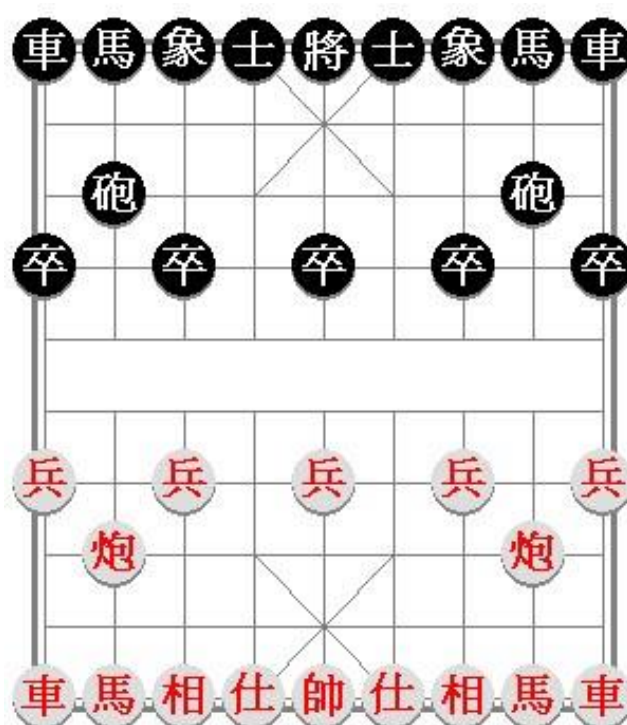


Figure 13. Xiangqi Chinese Chess all set. Retrieved from: <http://www.ancientchess.com/page/play-xiangqi.htm>

Execution

1. All pieces may only move on the lines, no pieces may move in the squares. The rules for movements for the various pieces are as listed below:
 - a. General - “Jiang / Shuai”
Moves one space at a time left, right, forward or backward within the nine-point fortress-
 - b. Counsellor – “Shi”
Moves one point diagonally only within the nine-point fortress
 - c. Elephant – “Xiang”
Moves two points diagonally, it is unable to cross the ‘river’ and can only remain in the top two rows before the ‘river’.

Chinese Chess (Cont’d)

- d. Horse – “Ma”
Moves one point horizontally or vertically, followed by one point diagonally. The horse cannot move to spaces that are occupied by the opposing player
- e. Chariot – “Che”
Moves as many spaces horizontally or vertically until it meets another piece or the edge of the board
- f. Cannon – “Pao”
It moves in the same way as the Chariot. When the cannon wants to ‘eat’ another piece, it must have a piece, from the same team or opposing player to jump over.
- g. Soldier – “Ping / Tsui”
Moves one square forward, after it has crossed the river, it is able to right or left. The soldier is not allowed to move backwards. There is no promotion for the soldier when it reaches the other end of the board.

Additional Resources

[How to Play Chinese Chess Xiangqi](#) by AncientChess.com

20. Chopstick Picking

| | |
|-------------------------|---|
| Logistics: | 2 Large bowls Chopstick Large beans / Marbles / Art and Craft Pom Poms |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:3 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--------------------|
| Domain of activity: | Cognitive, Sensory |
|----------------------------|--------------------|

Goals and objectives of the activity:

- Improve fine motor skills
- Maintain dexterity in hands

Set Up and Preparation

1. Place all the beans/marbles in 1 large bowl
2. Sit the person with dementia down at a table and ask them to transfer all the beans from 1 bowl to the empty bowl

Execution

1. Person with dementia will use the chopsticks to transfer all the beans from the full bowl to the empty bowl
2. If the person with dementia completes the task quicker than expected, you may consider putting in different coloured beans in the bowl
3. After that instruct the person with dementia to pick out a selected colour and transfer it into the empty bowl



Figure 14. Bowl with pom pom and chopstick.
Retrieved from:

<https://monthome.com/resources/transferring-with-chopsticks-pom-poms/>

21. Cleaning Dishware

| | |
|------------------|--|
| Logistics: | Cloth Washed kitchenware |
| Size of activity | <ul style="list-style-type: none">• Individual activity• Ratio of volunteers to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Mild - Moderate dementia |

| | |
|---------------------|--|
| Domain of activity: | Activities of Daily Living, Stimulus Reduction |
|---------------------|--|

Goals and objectives of the activity:

- Allow clients to feel useful and productive
- Maintain daily functions and/or routines
- Practise using motor skills

Set Up and Preparation

1. Wash and soap the dishes and place all inside a container
2. Invite the person with dementia over to help you with drying the dishes
3. Sit them in a quiet corner in full view of supervision



Figure 15. Drying plate.

Retrieved from:

https://www.tasteofhome.com/wp-content/uploads/2018/05/shutterstock_1037036773.jpg

22. Colouring Books

| | |
|-------------------------|---|
| Logistics: | Colouring book Colouring materials – Crayons, colour pencils, markers |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|-----------------------------|
| Domain of activity: | Leisure, Stimulus Reduction |
|----------------------------|-----------------------------|

Goals and objectives of the activity:

- Helps client to concentrate if they are alone in an activity
- Improve fine motor skills
- Improve visual skills such as colour differentiation

Set Up and Preparation

1. If there are no available colouring activity within the centre, staff can consider doing the following:
 - a. Photocopying using KYDZ Kueh Lapis book or,
 - b. Find a template from online or,
 - c. Engaging volunteers to help draw templates, which can later be photocopied and used as an intergenerational activity
2. Invite the person with dementia to sit down

Colouring Books (Cont'd)

Execution

1. Give the person with dementia choices of colouring pages to choose from
2. As the person with dementia is colouring, they may get stuck with which colour they should use. You can provide them with a choice of 3 colours for them to choose from
3. After he/she is finished, ensure that they have written their names on the back. You may let them bring it home or display it in the centre with other artworks



23. Corridor Seating

| | |
|-------------------------|---|
| Logistics: | Corridor space (With an outdoor view) Outdoor seats |
| Size of activity | <ul style="list-style-type: none">• Individual Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | Space facing outdoor area, preferably open spaced within centre |
| Suitable for: | Mild - Severe dementia |

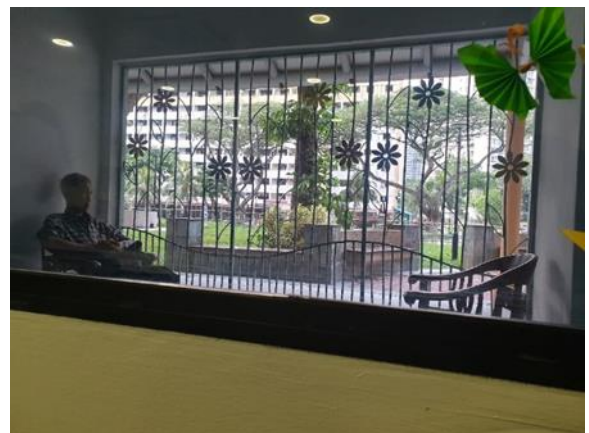
| | |
|----------------------------|-------------------------------|
| Domain of activity: | Spiritual, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Calms client down and allows them to relax

Execution

1. Invite the person with dementia to walk around with you, guide them towards the outdoor sitting area after
2. Ensure they are seated comfortably and can see the outdoor area



24. Cotton Bud Painting

| | |
|-------------------------|--|
| Logistics: | Acrylic paint Cotton buds Drawing block paper Plastic palettes Rubber bands |
| Size of activity | <ul style="list-style-type: none">• Small Group, Large Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Leisure, Socialisation |
|----------------------------|---|

Goals and objectives of the activity:

- Express creativity
- Improve visual skills such as colour differentiation
- Practise observation and visual awareness

Set Up and Preparation

1. Tie up the cotton buds in bundles of 10-15 sticks and secure with a rubber band. You can also prepare different sizes with different number of cotton buds
2. Pour out the paint onto the palette, you can also use paper plates
3. Lay out a plastic cover on the table if necessary and invite the person with dementia to sit down
4. Distribute a piece of drawing block paper to each person with dementia

Execution

1. Dip the cotton bud into the paint and dab it onto the drawing block
2. After dabbing it onto the drawing block, leave it to dry for 10 to 15 minutes
3. Persons with dementia can also draw more around using markers
4. Allow time for the artwork to dry



Figure 16. Cotton bud painting purple flower.
Retrieved from: <https://watercolorpainting.com/easy-flower-painting-swabs/>




Figure 17. Cotton bud painting flowers.
Retrieved from: <https://www.mottchildren.org/posts/camp-little-victors/cotton-swab-pointillism-painting-kids>

Additional Resource

[Cotton Swabs Painting Technique for Beginners](#) by Jay Lee Painting

25. Dizios

| | |
|-------------------------|---|
| Logistics: | Dizio game set  |
| Size of activity | <ul style="list-style-type: none"> • Small Group • Ratio of staff to person with dementia: 1:4 <p><i>*Co-leader / Volunteers required to help facilitate activity</i></p> |
| Space needed | 1 round table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-----------------------------------|
| Domain of activity: | Cognitive, Leisure, Socialisation |
|----------------------------|-----------------------------------|

Goals and objectives of the activity:

- Practise colour discrimination, observation and visual awareness
- Practise problem solving skills
- Promote social interaction where clients exhibit socially acceptable behaviours

Dizio (Cont'd)

Setting up and Preparation

1. Shuffle tiles and distribute equally to all players, ensure that the starter tile has been removed. Extra tiles can be kept aside

Execution

1. Place the starting tile in the middle
2. Players must match tiles with the same colour on the connecting side



- Engage volunteers to assist in facilitation if they are present. If they are confident, let them be the lead facilitator
- Should the person with dementia get stuck, staff can help to give hints and guide him/her
- Should the person with dementia have poor vision, suggest other games to him/her

26. Dominoes

| | |
|-------------------------|---|
| Logistics: | Dominoes set |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 round table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------|
| Domain of activity: | Cognitive, Leisure |
|----------------------------|--------------------|

Goals and objectives of the activity:

- Improve visual skills such as colour differentiation
- Maintain cognitive skills such as concentration
- Practise observation and visual awareness

Set Up and Preparation

1. Sit across the person with dementia at the table
2. Place all the tiles facing downwards and distribute an equal number of tiles to each person with dementia
3. Finally, place a tile face up in the middle of table



Figure 18. Domino game.

Retrieved from:

<https://i.ytimg.com/vi/DRV6KfxWx28/maxresdefault.jpg>

Dominoes (Cont'd)

Execution

1. Direct the attention of the person with dementia to the dominoes on the table.
2. Explain the objective and procedure of the game:
 - a. From the participant's tiles, he/she is to take out a tile that matches the tile on the table
 - b. Matching can be based on similar colour or number
 - c. If the participant does not have any tile that matches, he/she forfeits his/her turn and the turn goes to the other player
3. Demonstrate the various ways that the tiles can be placed side by side
4. Invite the participant to take his/her turn. If the participant needs assistance to proceed, direct his/her attention to the tile and prompt him/her to look for similar colour or number from his/her own tiles. Invite participant to take out the tile and place it appropriately
5. If participant is unable to identify a similar tile, ask participant for permission to look at her tiles and prompt him/her to the correct tile
6. Repeat the process until either one participant has completed matching all the tiles

For clients with moderate dementia

1. Direct the participant's attention to the tiles directly in front of him/her. Invite participant to arrange the tiles facing him/her
2. Explain the objective of the activity:
 - a. Participant is to match his/her tiles to the tile on the table
 - b. Demonstrate by picking out one of participant's tile that matches the one on the table. Point to the similarities between the two tiles (e.g. same colour, number of dots)
3. Invite participant to proceed with matching the tiles. Participant can be assisted by pointing out the tile on the table and then directing his/her attention to look for similar colour or number within his/her tiles
4. Reduce amount of assistance or cues as participant masters the activity. Continue until all the tiles have been matched

27. Egg Tray Toss

| | |
|-------------------------|--|
| Logistics: | Egg tray Ping-pong ball / Stress ball / Tennis ball Shallow basket trays |
| Size of activity | <ul style="list-style-type: none"> • Small Group • Ratio of staff to person with dementia: 1:4 |
| Space needed | 6m by 4m (marked by tape) |
| Suitable for: | Mild - Moderate dementia |

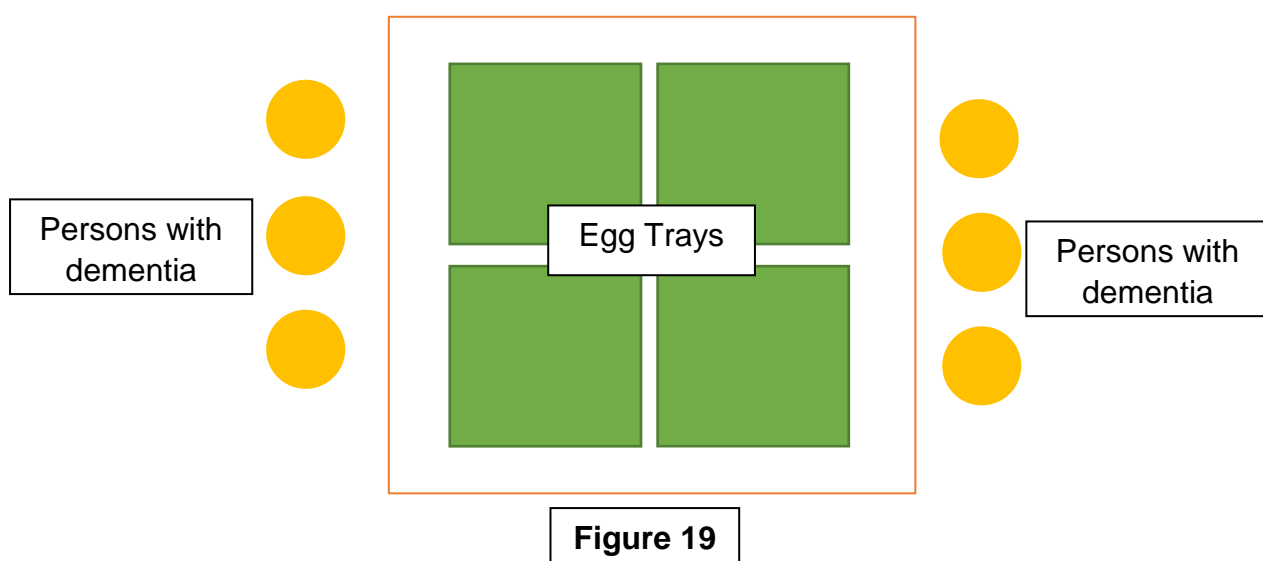
| | |
|----------------------------|-------------------------|
| Domain of activity: | Physical, Socialisation |
|----------------------------|-------------------------|

Goals and objectives of the activity:

- Maintain motor skills (throwing, arm movement)
- Practise gross motor skills
- Practise hand-eye coordination

Set Up and Preparation

1. Lay the egg trays on the floor in a 2 by 2 position (As seen in Figure 19)
2. Mark out the boundaries with colour tape if necessary
3. Sit persons with dementia about 2m away from the egg trays



Egg Tray Toss (Cont'd)

Execution

1. Distribute the ping pong balls to persons with dementia, place it in a small tray
2. Person with dementia are to throw the ball towards the egg tray. If they are unable to do it after a few tries, encourage person with dementia to bounce the ping pong ball into the egg tray
3. Encourage the person with dementia to try again. If they require more assistance, bring the egg tray closer to them
4. Consider making variations to the game
 - a. Coloured Egg Trays
 - i. Paint colour in the egg trays
 - ii. Label each colour with the number of points
E.g. red = 10 points or yellow = 50 points
 - iii. Add up the points and see how much does the person with dementia score
 - b. Coloured Egg Trays (Increased difficulty)
 - i. Paint colour in the egg trays
 - ii. The staff can call out for a colour
 - iii. Person with dementia will shoot the ball at specific colours
 - c. Egg Trays elevated onto tables (Decreased difficulty)
 - i. Should persons with dementia have difficulty throwing to the egg trays on the floor, elevate the tray onto the table
 - ii. Repeat Steps 1 to 3



Figure 20. Egg tray game.

Retrieved from: <http://kidsrsimple.com/2015/10/13/checklist-for-a-simple-birthday-party/>

28. Exercise

| | |
|-------------------------|---|
| Logistics: | Exercise routine music Additional items – sticks, bean bags etc |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | Activity hall |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|----------|
| Domain of activity: | Physical |
|----------------------------|----------|

Goals and objectives of the activity:

- Maintain ability to follow along with staff and mirror actions
- Maintain physical functions and motor skills
- Practise hand-eye coordination

Set Up and Preparation

1. Prepare the chairs in a circle with another chair in the middle for the staff facilitator
2. Other formations include rows, ensure there are no chairs that are blocked directly, and every seat has a view of the front
3. Sit the person with dementia at the chairs and give some greetings before starting to catch their attention

Execution

1. Play rhythmic music to better engage persons with dementia during a fast-paced exercise. For activities such as Tai Chi, select relaxing nature music tracks instead
2. For examples of exercise routines, check out the following:
 - a. [Seated Exercises for the Elderly](#), by Sports Singapore
 - b. [You Can Get Moving - Step by Step Demonstration Video \(English version\)](#), by Health Promotion Board Singapore

29. Festival Celebrations

| | |
|-------------------------|--|
| Logistics: | - |
| Size of activity | <ul style="list-style-type: none">• Large Group, Mass Activity• Ratio of staff to person with dementia: 1:6 |
| Space needed | - |
| Suitable for: | Mild - Severe dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Leisure, Socialisation |
|----------------------------|---|

Goals and objectives of the activity:

- Encourage socialisation skills
- Evoke reminiscence
- Improve communication, expression and creativity

List of Festivals in Singapore

1. Chinese New Year
 - Colouring zodiac animals
 - Greeting with oranges
 - Making lanterns with red packets
 - Singing songs
 - Watching a lion dance performance
2. Easter, Good Friday
 - Painting on plastic eggs
3. Mothers' Day, Fathers' Day
 - Flower arrangement
 - Flower artwork
 - Making bracelets
 - Writing cards



Festivals (Cont'd)

4. National Day
 - DIY national flag
 - Singing National Day Parade songs
 - Reminiscence about Singapore's history, leaders and major events of the past
5. Deepavali
 - Making Kolam-inspired artwork with crepe paper or cotton buds dipped in paint
 - LED candle decorations
6. Hari Raya
 - Making ketupats
7. Christmas Day
 - Decorating the tree
 - Wrapping and exchanging presents
8. New Year's Eve, New Year's Day
 - Watching re-runs of countdowns
 - Photo booth with props



30. Finger Painting

| | |
|-------------------------|--|
| Logistics: | Acrylic paint Drawing block paper Plastic palettes / Plastic plates Dry and Wet Tissue Plastic table cover |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|------------------------------|
| Domain of activity: | Creative/Expressive, Sensory |
|----------------------------|------------------------------|

Goals and objectives of the activity:

- Express creativity through visual art
- Exercise colour differentiation and discrimination
- Stimulate sensory functions – touch and sight

Set Up and Preparation

1. Pour out the paint on plastic palettes, you may also use plastic or paper plates
2. Place plastic table cover over the tables with newspaper
3. Prepare templates for persons with dementia who need more guidance or samples of completed artwork

Execution

1. Place the sharing items in centre of the table
2. Distribute the drawing block paper to each person with dementia and provide some examples they can follow. Before they start, get each person with dementia to write their name. Turn over the drawing block paper and continue painting on the other side
3. Provide toilet rolls or wet tissue to persons with dementia to avoid mixing up the colours
4. Once person with dementia has finished their artwork, place it aside to dry

31. Floral Basket

| | |
|---------------------------------|---|
| Logistics (for 1 person) | Coloured paper Cut out flower shapes (size of a \$1 coin) Cut out shapes (small size, size of a 10cent coin) Glue with applicator stick Pencils Plastic table cover Scissors Template A – Short rectangular strip (16cm x 2cm) Template B – Long rectangular strip (30cm x 2cm) Template C – Circle base (Radius = 15cm) Toilet rolls (the cardboard roll only) |
| Size of activity | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:2 <p><i>*The following activity requires closer supervision from staff and/or volunteers</i></p> |
| Space needed | 1 table for a group of 2-3 persons with dementia |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|------------------------------------|
| Domain of activity: | Creative/Expressive, Socialisation |
|----------------------------|------------------------------------|

Goals and objectives of the activity:

- Express creativity
- Fosters closer relationship between the person with dementia and staff or volunteer
- Improve concentration
- Maintain and improve fine motor skills

Floral Basket (Cont'd)

Set Up and Preparation

1. Distribute the following to each person with dementia
 - a. 1 Template A
 - b. 1 Template B
 - c. 1 Template C
 - d. 2 coloured paper
 - e. Glue and applicator
 - f. Pencil
 - g. Scissors
 - h. Toilet roll
2. Lay a plastic table cover over to avoid glue drying on the table



Allow clients to choose the colours they want. If they have difficulties deciding, give them choices and autonomy

Execution

PART A: Cutting templates

1. Using Template A, trace 5 sets on colour paper A
2. Cut the tracing out
3. Trace 10 sets of Template B onto the other coloured paper and cut them out
4. Trace 1 set of Template C on the coloured paper
5. Glue Template C onto the base of the toilet roll, cut off the excess and leave it to dry

PART B: “Weaving”

6. Paste the cut outs of Template A cut outs onto the circle cut out in the following format (Refer to Figure 21)

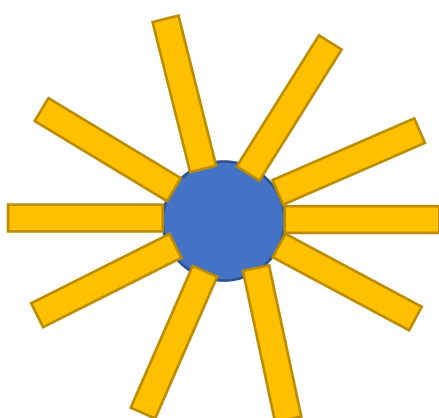


Figure 21

7. Once dry, glue the above onto the base of the toilet roll
8. Fold the strips upwards

Floral Basket (Cont'd)

9. Using the Template B cut outs, weave the strips across the roll (Refer to Figure 22)

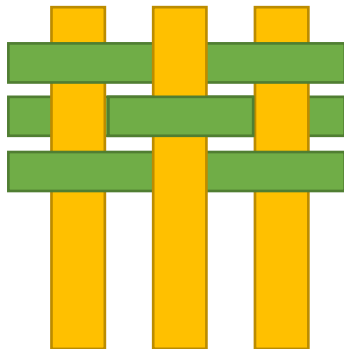


Figure 22

10. Continue until all Template B cut outs have been used or you have covered over the top of the toilet roll
11. If insufficient, cut out extra sets of Template B

PART C: Decorating

12. Tuck in the excess paper into the inside of the toilet roll
13. With the excess coloured paper, mark and cut out a rectangular piece, this paper will be pasted on the inside of the toilet roll to cover the sides
14. Paste the cut out on the inside of the toilet roll
15. Cut another strip measuring 15cm (Length) by 2cm (Width)
16. Apply glue to the two ends and paste the ends on the inside of the toilet roll
17. Decorate the side of the handle with the large cut outs
18. Decorate the basket with other shape cut outs according to the choice of the person with dementia

32. Flower Arrangement

| | |
|-------------------------|---|
| Logistics: | Plastic flowers Plastic pot Styrofoam |
| Size of activity | <ul style="list-style-type: none">• Large Group, Mass Activity• Ratio of staff/volunteers to person with dementia: 1:6 |
| Space needed | Activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Leisure, Socialisation |
|----------------------------|---|

Goals and objectives of the activity:

- Express creativity
- Practise observation and visual awareness
- Practise visual skills such as colour differentiation

Set Up and Preparation

1. Place the Styrofoam inside the plastic pot
2. Invite the person with dementia to sit down at the table in groups of 4 to 6
3. Place the plastic flowers in the centre of the table

Execution

1. Encourage person with dementia to stick different coloured flowers onto the Styrofoam
2. Once they have completed, you can collect the pots and remove the flowers out from the Styrofoam upon ending the activity



Figure 23. Senior flower arrangement.

Retrieved from:

<https://www.scmp.com/news/china/society/article/2117335/will-china-be-able-care-millions-dementia-sufferers>

33. Flower Streamers

| | |
|-------------------------|--|
| Logistics: | Glue sticks Origami paper Scissors Template A – Flower with round petals tips Template B – Flower with pointed petals tips Template C – Round circles, for the middle of the flower |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

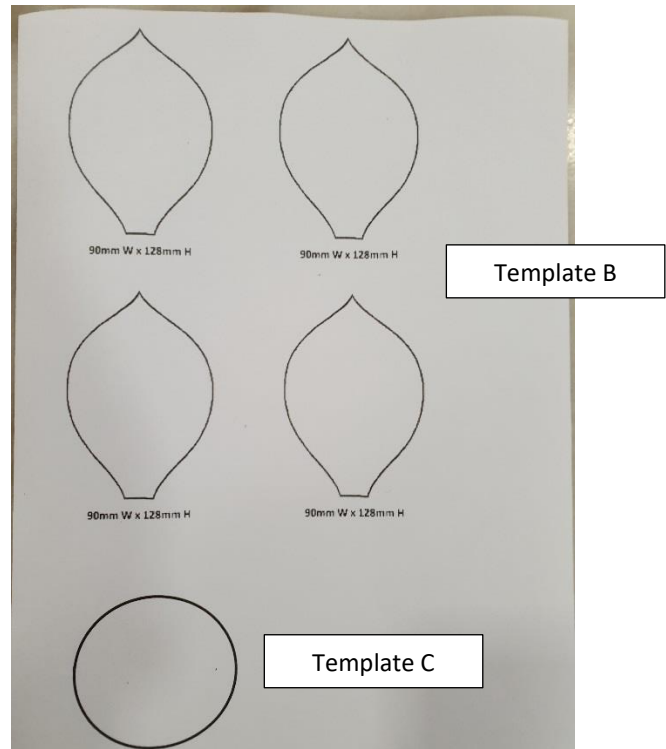
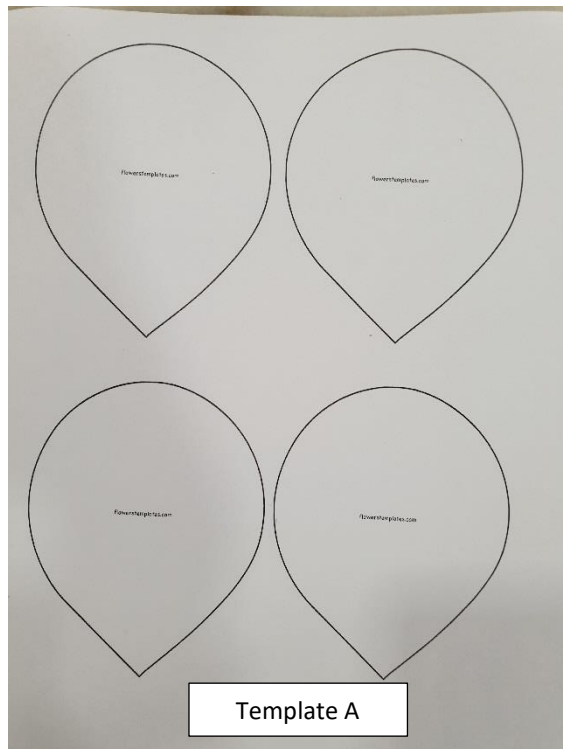
- Express creativity
- Maintain fine motor skills when doing cutting
- Practise colour discrimination and coordination



Floral Streamer (Cont'd)

Set Up and Preparation

1. Have the following templates printed out



Execution

1. Cut out Template A
2. Paste the cut-out shapes onto the opposite side of chosen origami paper
3. Cut the petals that have been pasted onto the origami paper
4. Repeat Steps 1 to 3 for Template B and 1 set of Template C
5. Paste Template A around the circumference of 1 Template C cut-out



34. Folding Clothes

| | |
|-------------------------|--|
| Logistics: | Cloths, baby clothes Laundry basket |
| Size of activity | <ul style="list-style-type: none">• Individual activity, Small Group• Ratio of staff to person with dementia: 1:5 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--|
| Domain of activity: | Activities of Daily Living, Stimulus reduction |
|----------------------------|--|

Set Up and Preparation

Sit the person with dementia at a table and place the cloths in front of them. Ask them for their help, should the person with dementia have difficulty starting, you can take up a piece and fold as an example.

Goals and objectives of the activity:

- Providing activity with familiarity and encouraging daily functions
- Keeping clients occupied to avoid wandering



35. Follow the Dots Books

| | |
|-------------------------|--|
| Logistics: | Activity sheets Colour pencils / markers |
| Size of activity | <ul style="list-style-type: none">• Individual activity, Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Improve cognitive skills such as recognising numbers and processing

Set Up and Preparation

1. Prepare the template, or you can go online to find free downloads
2. Alternatively, you can photocopy examples from KYDZ Kueh Lapis activity books if it is available in your centre

Execution

1. Persons with dementia are to use a marker that is red, green or blue for better distinguishing
2. Should the activity sheet have numbers to follow, slowly guide the persons with dementia to the next number
3. If they do not require assistance and can independently do the activity, allow them to do so
4. When completed, persons with dementia can colour the activity sheet
5. Once they have completed, allow the person with dementia to sign off with their names

Additional Resources

[Animal Dot-to-Dots](#) by Animal Dot-to-Dots

36. Food Preparation

| | |
|-------------------------|---|
| Logistics: | Cling wrap Cutlery and Kitchenware: Bowl, Table Spoons, Tray Gloves Ngho Hiang ingredients: Bean curd skin, filling Plastic table cover |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:3 <p><i>*The following activity requires closer supervision from staff and/or volunteers</i></p> <p><i>*Ensure that there is a staff / volunteer facilitating 1 table</i></p> |
| Space needed | 3 rectangular tables or 2 large round tables |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|-----------------------------------|
| Domain of activity: | Activity of Daily Living, Sensory |
|----------------------------|-----------------------------------|

Setting up and Preparation

1. Cover the table with plastic cover, ensure that the cover should not be of different colour for contrast. This allows participants to differentiate between objects
2. Prepare the filling and store appropriately
3. For hygiene purposes, cling wrap all trays used to store finished products

Pair clients who are more independent with more dependent clients. This can help with socialisation and expression.

Execution

1. Take a piece of bean curd skin and lay it flat
2. Using a spoon, scoop out the filling. It should not be more than $\frac{3}{4}$ of the spoon.
3. Spread the filling across the bottom end, ensure there is some space at the end



Food Preparation (Cont'd)

4. Fold the end nearest to person with dementia over the filling
5. Fold in the sides towards the centre



Goals and objectives of the activity:

- Stimulate sensory abilities
- Practise fine motor skills
- Stimulate reminiscence

6. Roll the ngoh hiang upwards



7. Place finished product onto the cling wrapped trays

Food Preparation (Cont'd)

Other food items that can be prepared:

- Pandan leaves – for cleanliness and smell)
- Making agar or jellies
- Making desserts



37. Food Preparation (Tea break)

| | |
|-------------------------|--|
| Logistics: | Cutlery and kitchenware as applicable Plastic gloves |
| Size of activity | <ul style="list-style-type: none">• Individual activity, Small Group• Ratio of staff to person with dementia: 1:2 |
| Space needed | 1 table |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|----------------------------|
| Domain of activity: | Activities of Daily Living |
|----------------------------|----------------------------|

| |
|--|
| Goals and objectives of the activity: <ul style="list-style-type: none">• Improves self-esteem and confidence in clients• Maintain functions in daily skills |
|--|

Set Up and Preparation

1. Place all food items on plates and trays, ensure that the person with dementia have washed their hands thoroughly
2. After drying, place some hand sanitiser on the person with dementia's hands and rub it dry before putting on plastic gloves

Other food items that can be prepared:

- Making sandwiches
- Making the coffee and tea

38. Gardening

| | |
|-------------------------|--|
| Logistics: | Shovel Spray bottle Watering can |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of volunteers to person with dementia: 1:3 |
| Space needed | Outdoor space, otherwise an indoor space measuring 6m by 4m |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--|
| Domain of activity: | Leisure, Spiritual, Stimulus Reduction |
|----------------------------|--|

Goals and objectives of the activity:

- Calm clients down
- Improves self-esteem and self-identity through giving roles and items to care for

Set Up and Preparation

1. Fill up the watering cans with water
2. Invite persons with dementia who are ambulant (for outdoor gardens) and able to walk on their own

If you grow herbs or spices, ask the client if they recognise it. Through this you could also use it as a reminiscence activity.

Execution

1. Persons with dementia can help with watering the plants and if they are able, they can help with digging and planting

Figure 24. Senior gardening.

Retrieved from:

<https://www.nparks.gov.sg/gardens-parks-and-nature/therapeutic-gardens/therapeutic-horticulture-programmes>



39. Grooming

| | |
|-------------------------|---|
| Logistics: | Equipment: Brushes, mirror Make-up items: Blushers, powder, lipstick and nail polish |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|---------------------------------------|
| Domain of activity: | Activity of Daily Living, Self-Esteem |
|----------------------------|---------------------------------------|

Goals and objectives of the activity:

- Build self-confidence and self-esteem
- Evoke reminiscence through doing familiar activities
- Providing activity with familiarity and encouraging daily functions

Set Up and Preparation

1. Place all the make-up items in a tray, where possible purchase vintage make-up products
2. Invite the person with dementia to sit down in front of a standing mirror
3. Place the products in front of the person with dementia and allow them to put on the products themselves



Figure 25. Senior gardening.
Retrieved from:
<https://www.nparks.gov.sg/gardens-parks-and-nature/therapeutic-gardens/therapeutic-horticulture-programmes>

40. Ice Cream Sticks Poker

| | |
|-------------------------|---|
| Logistics: | Coloured pens Ice cream sticks (Large) |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------|
| Domain of activity: | Cognitive, Leisure |
|----------------------------|--------------------|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Practise visual skills such as colour differentiation



Ice Cream Sticks Poker (Cont'd)

Set Up and Preparation

1. Use the coloured pens to draw out 4 different shapes such as ♣ ♦ ♠ ♥
2. Ensure that each coloured shape has matching side on a different ice cream stick
3. Arrange person with dementia around the table
4. Appoint a person with dementia to assist with giving out the ice cream sticks

Execution

1. Distribute the ice cream sticks to the person with dementia, ensure that everyone has an equal number of ice cream sticks
2. The first player starts by matching a side of the ice cream stick to another with the same shape and colour
3. Should the person with dementia not have a matching shape or colour, the extra ice cream sticks that have not been given out can be swapped with the existing hand
4. Prompts can be given to the person with dementia when they are unable to identify the shapes or colour
5. At the end of the game, staff can encourage person with dementia to keep the game pieces and tie it with rubber bands

41. Ice Cream Sticks Puzzle

| | |
|-------------------------|---|
| Logistics: | Acrylic paint / Coloured pens / coloured markers Cookie cutter Ice cream sticks (Large) Scotch tape |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------------|
| Domain of activity: | Cognitive, Creative/Expressive |
|----------------------------|--------------------------------|

Goals and objectives of the activity:

- Exercise cognitive functions such problem solving and concentration
- Express creativity
- Practise fine motor skills

Set Up and Preparation

1. Place 8 ice cream sticks in a row horizontally (Refer to Figure 7), fasten with a scotch tape at the back
2. Invite the person with dementia over to the activity table

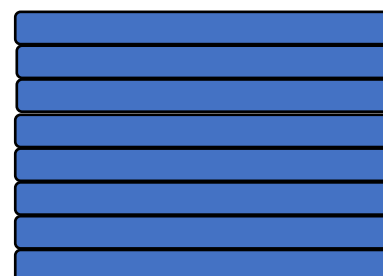


Figure 7

Ice Cream Stick Puzzle (Cont'd)

Execution

1. Place the cookie cutter on top of the ice cream sticks on the side without the scotch tape
2. Person with dementia will trace the shape inside of the cookie cutter
3. After tracing, the person with dementia will colour and decorate the shape
4. To play, mix up the ice cream sticks. The person with dementia will place the ice cream stick to form the picture that was drawn

Additional Resources

[DIY Craft Stick Easter Puzzle](#) by Plain Vanilla Moms



Figure 26. Ice cream stick pencil outline. Retrieved from: <http://plainvanillamom.com/2014/04/diy-craft-stick-puzzles.html>

Figure 27. Ice cream stick bunny painted. Retrieved from: <http://plainvanillamom.com/2014/04/diy-craft-stick-puzzles.html>

42. Intergenerational Activities

| | |
|-------------------------|---|
| Logistics: | As applicable |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity, Small Group• Ratio of volunteers to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|----------------------------|
| Domain of activity: | Self-Esteem, Socialisation |
|----------------------------|----------------------------|

Goals and objectives of the activity:

- Clients can express themselves and practise communication
- Practise exhibiting socially appropriate behaviour

Set Up and Preparation

1. Persons with dementia chosen for the activity should be able to express themselves and have minimal behavioural issues
2. Group should be placed in a large hall with other persons with dementia. Should a small activity room be used, ensure there is a staff stationed inside.

Execution

1. Students can use cards games for the following:
 - a. Matching cards (See AHA Cards)
 - b. Reminiscence (See AHA Cards)
 - c. Snap!
2. Other activities can include board games, singing karaoke, art and craft and more.



Figure 28. Intergenerational activity. Retrieved from: https://www.c3a.org.sg/Aboutus_details.do?id=30984

43. Karaoke

| | |
|-------------------------|--|
| Logistics: | Audio-visual and sound system Karaoke lyric videos Lyrics sheet Sound tracks (mp3 format) |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:10 |
| Space needed | Activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|------------------------------------|
| Domain of activity: | Creative/Expressive, Socialisation |
|----------------------------|------------------------------------|

Goals and objectives of the activity:

- Encourage socialisation with acceptable cues
- Evoke reminiscence with familiar songs

Set Up and Preparation

1. Set up the AV and sound system and ensure that the microphone is not overly loud
2. Invite the persons with dementia to sit around in a circle or in rows facing the projector screen or television
3. Play familiar favourites before taking individual requests from persons with dementia who enjoy singing



Figure 29 Singing karaoke. Retrieved from:
<https://www.citynews.sg/2011/02/05/oldies-and-goodies/>

44. Lantern Painting

| | |
|-------------------------|---|
| Logistics: | Acrylic paint Brushes Lanterns ² Newspapers / Plastic table cover Paint palette Plastic cups (to fill with water) |
| Size of activity | <ul style="list-style-type: none">• Large Group• Ratio of staff to person with dementia: 1:10 |
| Space needed | Activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|------------------------------|
| Domain of activity: | Creative/Expressive, Leisure |
|----------------------------|------------------------------|

Goals and objectives of the activity:

- Express creativity
- Practise fine motor skills
- Stimulate visual awareness and practise colour discrimination

Set Up and Preparation

1. Pour out the acrylic paint onto the paint palette
2. Fill up the plastic cups with water
3. Place the newspapers or plastic table cover over to ensure the table does not get dirtied
4. Invite persons with dementia to sit down at the table

Execution

1. Place a sample of the artwork in the centre, encourage persons with dementia to paint patterns around the lantern
2. The persons with dementia can wash off their brush in the plastic cups before using another colour



² Purchasable from Spotlight or other art and craft or other party supplies

45. Live Band Performances

| | |
|-------------------------|---|
| Logistics: | Instruments Lyrics sheet Microphones Percussion instruments Sound system |
| Size of activity | <ul style="list-style-type: none">• Large Group, Mass Activity• Ratio of staff to person with dementia: 1:10 |
| Space needed | Activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Leisure, Socialisation |
|----------------------------|---|

Goals and objectives of the activity:

- Clients to exercise sensory functions – hearing
- Evoke reminiscence with familiar oldies

Set Up and Preparation

1. Place the chairs around the performance area in a semi-circle
2. Invite the persons with dementia over to the seats
3. Staff can hand out percussions or DIY percussion instrument (such as music shakers) to the persons with dementia



46. Marble Painting

| | |
|-------------------------|---|
| Logistics: | A4 drawing paper / art paperAcrylic / Poster / Watercolour paint Assorted brushes Cover of the boxes (Can be taken form the purchase of A4 white paper storage box lid) / A4 plastic tray Disposable cup (According to the number of colours) Marbles |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 / Individual activity• Ratio of staff to person with dementia: 1:1 <p><i>*Ensure that the lead staff is sitting next to the person with dementia</i></p> |
| Space needed | 1 table |
| Suitable for: | Mild – Severe dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Stimulus Reduction |
|----------------------------|---|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Practise visual skills such as colour differentiation

Set Up and Preparation

1. Set up the painting materials:
 - a. Prepare three different colours of acrylic/poster/watercolour paint in a disposable cup.
 - b. Add some water into the paint and mix well.
 - c. Set aside one brush for each colour of paint.
2. Place the piece of art paper/drawing block to the base of the box cover or tray
3. When the painting materials are prepared, invite the participant to sit next to you at the table. Place the box directly in front of the participant where he/she can hold it easily.

Marble Painting (Cont'd)

Execution

1. Use the brush to place drops of runny paint randomly on the paper. Invite participant to take a look inside the box
2. Drop one or two marbles (depending on size of box, amount of paint in the box) into the box
3. Guide participant's hands to hold and move the box so that the marbles swirl around in the paint resulting in colourful patterns
4. Encourage participant to move the box to manoeuvre the marble till the art piece is completed
5. Leave the artwork to dry and allow the persons with dementia to sign off with their name

Additional Resources

[Painting with Marbles | Simple and Easy Art for Kids](#) by Jay Lee Painting



Figure 30. Screen grab from Painting with Marbles video. Retrieved from:
<https://www.youtube.com/watch?v=wA3Dq54pVcA>

47. Matching Ice Cream Sticks

| | |
|-------------------------|--|
| Logistics: | Coloured ice cream sticks Rubber bands |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 / Individual activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Moderate – Severe dementia |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

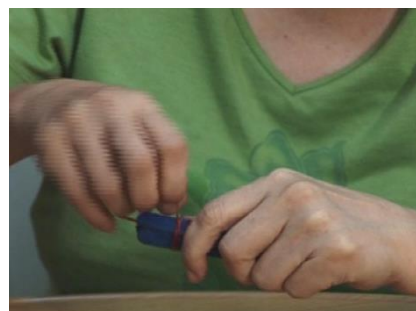
- Improve visual skills such as colour differentiation
- Practise observation and visual awareness

Set Up and Preparation

1. Sit next to the participant at the table.
2. Place the container of ice-cream sticks away from the participant.
3. Place a piece of the coloured stick in front of the participant e.g. one red, one blue, one yellow.

Execution

1. Direct the participant's attention to the ice-cream sticks on the table.
2. Introduce an ice-cream stick to the participant and match it with the same coloured ice-cream stick on the table.
3. Demonstrate this step of the activity slowly to help participant understand the objective.
4. Introduce another stick to the participant and invite the participant to match the sticks. If he/she needs assistance to proceed, point to the correct coloured stick and prompt him/her to match the ice-cream sticks. Continue until all sticks have been matched.
5. Introduce the rubber band and invite the participant to bundle up the sticks. To help participant understand the task, demonstrate the task by physically bundling the sticks, showing a finished product or gesturing the action.



48. Math Ice Cream Sticks

| | |
|-------------------------|--|
| Logistics: | Ice cream sticks (Large) Math problem sums (Laminated) Pens Whiteboard markers |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 / Individual activity• Ratio of staff to person with dementia: 1:2 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-----------|
| Domain of activity: | Cognitive |
|----------------------------|-----------|

Goals and objectives of the activity:

- Practise problem solving
- Practise visual awareness

Set Up and Preparation

1. Prepare a list of math questions in the following format:

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| $2 + 7 =$ | $9 + 3 =$ | $4 + 3 =$ | $5 + 1 =$ | $8 + 1 =$ |
| | | | | |

Math Ice Cream Sticks (Cont'd)

2. The problem sums will be at the top of the table while the bottom half of the table will be left intentionally blank
3. Draw a line in the middle of all the ice cream sticks
4. Invite the person with dementia to sit opposite the facilitator

Execution

1. Using a pen, ask the person with dementia to draw out circles as according to the number shown in the problem sums:



E.g. $4 + 3 =$

Figure 8

2. Upon completing the drawing on the ice cream stick, place it in the space at the bottom row of the table
3. Repeat steps 1 and 2 until all the problem sums are completed
4. Engage person with dementia to write final answers on the laminated sheet

49. Montage Artwork

| | |
|-------------------------|---|
| Logistics: | Art materials – Coloured paper, crepe paper, foam paper, origami paper Drawing block paper Glue sticks Recycled reading materials – old magazines, newspapers Scissors Scotch tape Writing materials – markers, colour pencils, oil pastels |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Express creativity
- Maintain visual skills such as colour differentiation
- Practise observation and visual awareness

Set Up and Preparation

1. Tear out pages from the magazine or newspaper, tear the paper further into small squares and rectangles.
2. Have examples of montage work printed for persons with dementia to refer to

Montage Artwork (Cont'd)

Execution

1. Persons with dementia can look through the stack of magazines and cut out the following:
 - a. People or objects
 - b. Shapes
 - c. Words and typography

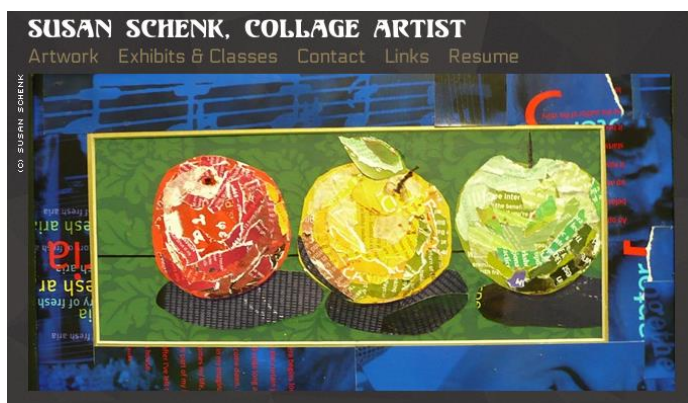


Figure 31. Red Yellow Green by Susan Schenk.

Retrieved from:

https://susanschek.com/artwork/1168490_Red_Yellow_Green.html



Figure 32. Apple Time by Carmen Beecher. Retrieved from:

<https://carmenbeecher.blogspot.com/2011/12/apple-time-5x7-collage.html>

2. After cutting, persons with dementia can use the pieces that have been cut out to paste onto the drawing block
3. Paste the piece overlapping each other, avoid leaving spaces in between
4. Once completed, encourage the person with dementia to sign off their names on the back of the artwork

50. Musical Items

| | |
|-------------------------|--|
| Logistics: | Music playlist Percussion instrument set Sound system |
| Size of activity | <ul style="list-style-type: none">• Small Group, Large Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | Activity hall |
| Suitable for: | Mild dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Allows clients with musical abilities to showcase it
- Practise observation and concentration

Set Up and Preparation

1. Set up the chairs in a circle and sound system
2. Invite the persons with dementia to sit around in the circle

Execution

1. Instruct the persons with dementia to pass the box of instruments to their right
2. When the music stops, the person with dementia holding onto the box of percussions will choose one item and sing a song while playing the percussion
3. Once completed, the person with dementia can place the percussion back into the box
4. Repeat steps 1 to 3



51. Mah-jong

| | |
|-------------------------|---|
| Logistics: | Coloured tokens Dices Mah-jong table or cover Mah-jong tiles |
| Size of activity | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|-----------------------------------|
| Domain of activity: | Cognitive, Leisure, Socialisation |
|----------------------------|-----------------------------------|

Goals and objectives of the activity:

- Exercise problem solving
- Practise observational skills and ensure appropriate social behaviours are exhibited

Set Up and Preparation

1. Invite a total of 4 persons with dementia to the table
2. Place all the tiles onto the table faced down. Mix and shuffle all the tiles
3. Each player takes 13 tiles and places it into a row facing self
4. The remaining tiles are to be placed in rows of 17 tiles long and 2 tiles high, it should form a large square wall in the centre of the table
5. The dice is rolled to see who will start first, this person will also be the dealer. After, the person on the right of the dealer will go next



Figure 33. Seniors playing mahjong. Retrieved from: <https://i.ytimg.com/vi/5ZFP0kVDIIs/maxresdefault.jpg>

Mah-jong (Cont'd)

Execution

1. The game goes in an anti-clockwise direction, players can do either of the following at each turn:
 - a. Collect a tile and throw the same tile out
 - b. Collect a tile and throw another tile out from their hand
2. The tiles are separated into the following suits, like playing cards:
 - a. Bamboo
 - b. Circle
 - c. Numbers
 - d. Honour
 - e. Dragon
 - f. Wind
 - g. Flower
 - h. Animal
3. Players aim to form the following combinations:
 - a. 'Chow' – Contains 3 tiles in numerical sequence, tiles must be from the same suit. The Honour, Flower and Animal suits cannot be used to make this combination
 - b. 'Pong' – Contains 3 tiles of the same number and suit. The Flower and Animal suit cannot be used to make this combination
 - c. 'Kong' – Contains 4 tiles of the same number and suit. The Flower and Animal suit cannot be used to make this combination
 - d. 'Eye' – Contains 2 tiles of the same number and suit.
4. Each player gets a chance to form combination sets, to win, the player must have the following: a combination of 'Chow', 'Pong', 'Kong' and one set of 'Eye'

Additional Resources

[Learn how to play mah-jong in 2.5 minutes](#) by South China Morning Post

[How to Play Mah-jong](#) by Asia Pacific Mah-jong

[Rules for Singapore Mah-jong](#) by 13 Wonders Entertainment (Rules on Singapore Mah-jong)

52. Orchestra Conducting

| | |
|------------------|---|
| Logistics: | Large chopsticks (Used for deep frying food) Music playlist |
| Size of activity | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:3 |
| Space needed | Activity corner |
| Suitable for: | Mild – Moderate dementia |

| | |
|---------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|---------------------|---------------------|

Goals and objectives of the activity:

- Express music appreciation and creativity
- Practise observation and visual awareness

Set Up and Preparation

1. Place chairs in a circle
2. Ensure that there is a staff in between the person with dementia who need more assistance
3. Make sure that the persons with dementia are not holding the chopsticks to another person's eye

Execution

1. Play orchestral music and encourage person with dementia to pretend to be a conductor
2. Should person with dementia need more assistance, staff can hold the person with dementia's hand to guide them



Figure 34. Conductor's wand. Retrieved from:
<https://www.all4brass.com/wp-content/uploads/2017/12/Conductor.jpg>

53. Outings

| | |
|-------------------------|---|
| Logistics: | N.A |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:1• Ratio of staff to person with dementia (on wheelchair): 2:1 |
| Space needed | N.A |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|------------------------|
| Domain of activity: | Leisure, Socialisation |
|----------------------------|------------------------|

Goals and objectives of the activity:

- Promote socialisation and improve interpersonal skills

Set Up and Preparation

1. Inform the persons with dementia who have been selected for the outing on where the group is going
2. Ensure that persons with dementia who need a wheelchair are given an individual wheelchair
3. Ensure all persons with dementia have gone to the toilet before leaving the centre and upon arriving at the venue

Visit to:

- Places of interest
- National museums
- Parks
- Tourist spots (e.g. Gardens By The Bay)

54. Painting on Canvas

| | |
|-------------------------|---|
| Logistics: | Acrylic paint Brush Canvas activity (purchased from wholesaler) Plastic cup with water |
| Size of activity | <ul style="list-style-type: none">• 1-to-1/Individual Activity or Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed | Activity Room / Activity Hall |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Stimulus Reduction |
|----------------------------|---|

Goals and objectives of the activity:

- Maintain visual perception skills such as colour differentiation
- Practise observation and visual awareness

Set Up and Preparation

1. Lay some newspaper on the table to avoid dirtying it
2. Fill up $\frac{1}{2}$ of the plastic cup with water
3. Invite the person with dementia to sit down at the table, allow them to choose the canvas design the person with dementia wants

Execution

1. Unwrap the canvas activity set and uncup the paint
2. Allow the person with dementia to paint independently on the canvas
3. Leave to dry once completed, ensure the person with dementia has written his name



Figure 35. Dog on canvas. Retrieved from:
<https://www.therange.co.uk/arts-and-crafts/art-supplies/canvas/canvas-painting-art-set/#114104>

55. Painting with Food

| | |
|-------------------------|---|
| Logistics: | Acrylic paint Cut vegetables Knife Paper plates Plastic table cover Wet tissues |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Practise visual skills such as colour differentiation
- Stimulate sensory abilities – sight and touch

Set Up and Preparation

1. Wash and cut the vegetables into slices, ensure that each piece has enough length for holding
2. Use a kitchen towel to pat dry the cut vegetables
3. Lay a plastic cover over the table, to avoid dirtying paint onto it
4. Pour out the paint onto sharing palettes or paper plates or individual palettes
5. Have samples of the artwork prepared beforehand for persons with dementia to visualise



Figure 36. Painting with lady's finger in purple. Retrieved from: <https://www.denverpost.com/2013/04/19/make-it-yourself-vegetables-ends-make-stamp-art-easy/>

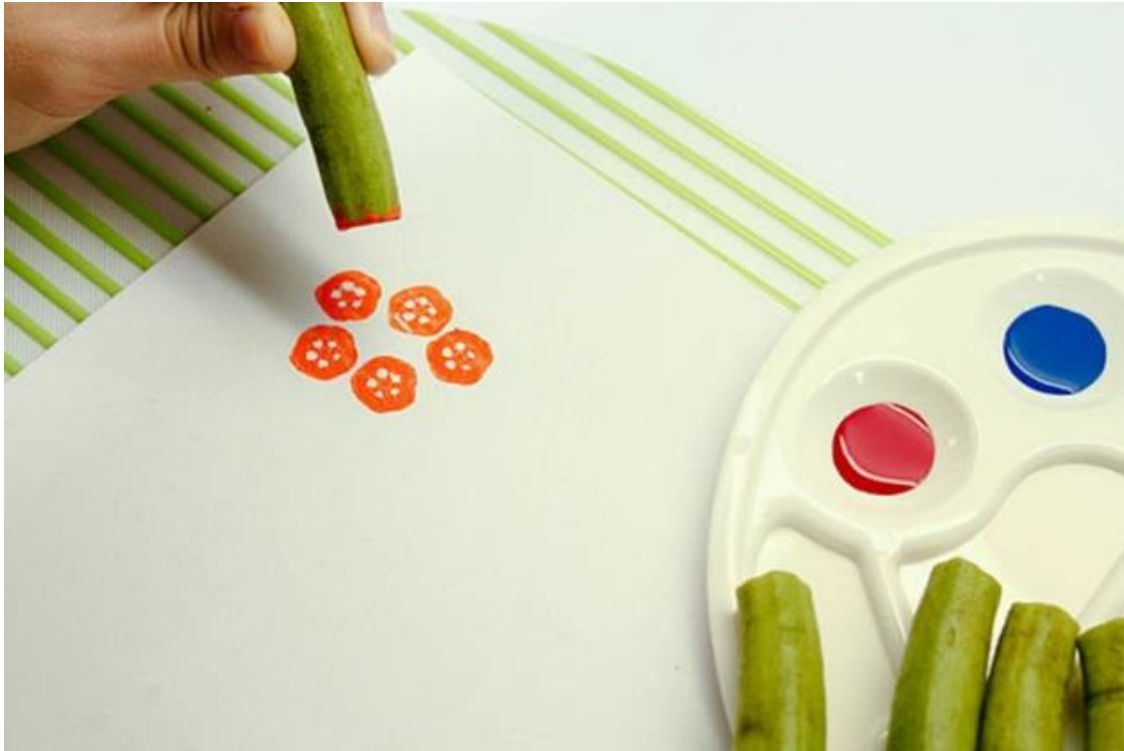


Figure 37. Painting with cauliflower. Retrieved from: https://www.momjunction.com/articles/fun-and-innovative-vegetable-paintings_00104272/#gref

Execution

1. Dip the tip of the vegetable into the paint and stamp it onto the paper
2. Explore the different shapes of different vegetables with various colours

Have different themes and samples for clients to follow!



Vegetables that can be used:

- Bok choy stem
- Capsicum
- Carrots
- Cauliflower
- Lady's finger
- Potato

Figure 38. Painting with lady's finger. Retrieved from: <https://www.mindofthegeek.com/vegetable-painting-ideas>

56. Painting with Numbers Activity Book

| | |
|-------------------------|---|
| Logistics: | Acrylic paint or colouring pencils Activity book Paint brushes Paint palette / Paper plate / Plastic plate Plastic cups |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Express creativity
- Maintain visual perception skills such as colour differentiation
- Practise observation and visual awareness

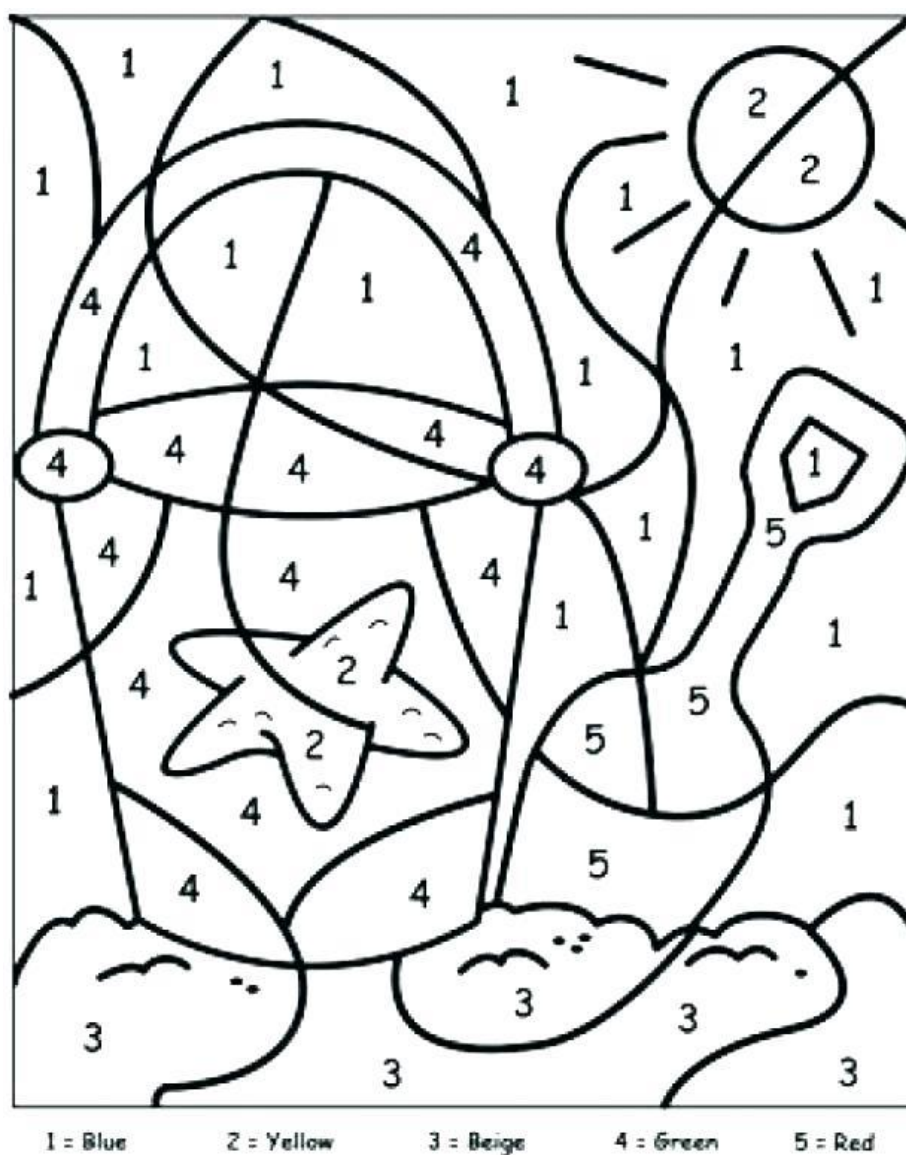
Set Up and Preparation

1. Pour out the paint on the palette
2. Lay a plastic cover or newspaper over the table

Use colour pencils for moderate to severe dementia clients instead of paint as it is easier to clean up for group activities.

Execution

1. Follow the colour assigned to the number
2. Once completed, leave aside to dry



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Early Childhood Educational Resources

Teaching Station

Figure 39. Example from [online](#)

57. Parachute Toss

| | |
|-------------------------|---|
| Logistics: | Parachute Plastic ball or fabric ball |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:8 |
| Space needed | Activity hall |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|--------------------|
| Domain of activity: | Cognitive, Sensory |
|----------------------------|--------------------|

Goals and objectives of the activity:

- Encourages socialisation and active participation
- Practise motor skills and hand-eye coordination

Set Up and Preparation

1. Set up chairs in a circle, it should not be spaced too widely apart
2. Place a basket with plastic/fabric balls inside close to the facilitator
3. Invite the persons with dementia to sit on the chairs

Execution

1. Ensure persons with dementia are sitting all the way in on the chair
2. Spread out the parachute and ensure persons with dementia are using two hands to hold onto the edge of the parachute
3. Place a ball in the middle and instruct the persons with dementia that the objective is to keep the ball inside on the parachute
4. Add more balls when the game gets easier for persons with dementia or when persons with dementia are engaged and having fun

58. Passing The Ball

| | |
|-------------------------|---|
| Logistics: | Audio system Ball Chairs Music playlist |
| Size of activity | <ul style="list-style-type: none">• Large group, Mass activity• Ratio of staff to person with dementia: 1:10 |
| Space needed | Medium size hall |
| Suitable for: | Mild dementia |

| | |
|----------------------------|------------------------|
| Domain of activity: | Leisure, Socialisation |
|----------------------------|------------------------|

Goals and objectives of the activity:

- Practise motor skills
- Practise observation and visual awareness

Set Up and Preparation

1. Set up chairs into two circles at separate sides with about 20 chairs in each chair
2. Ensure there is enough space between each person with dementia
3. Sit person with dementia who are less ambulant along the wall or cupboard



Figure 40. Screen grab from video: Group exercise on ball games for ageing seniors elderly. Retrieved from: <https://www.youtube.com/watch?v=BU-SScgA-lk>

Passing the Ball (Cont'd)

Execution

1. Play the music and pass one ball around each circle
2. When the music stops, the person with dementia with the ball must:
 - a. Circle the ball around their body
 - b. Place ball behind them or place on the back of their neck
 - c. Throw up the ball and catch
3. After 3 rounds, introduce a second ball to each circle
4. Pass 1 ball in a clockwise direction and the other in an anti-clockwise direction
5. When the music stops, repeat the same actions in 2(a) to 2(c)

Additional Resources

[Group exercise on ball games for Ageing Seniors Elderly at goldencare](#) by Goldencare Group

59. Pick-up Sticks

| | |
|--------------------------|---|
| Logistics: | Pick-Up sticks set or large coloured ice cream sticks |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Exercise problem solving skills
- Maintain visual skills such as colour differentiation
- Practise observation and visual awareness

Set Up and Preparation

1. Sit across the participant at the table
2. Lay the ice-cream sticks randomly on the table in front of the participant partially to the side of his/her dominant hand
3. To lay the ice-cream sticks, hold the base of a bundle of ice-cream sticks on the table and release your hands to let the sticks "fall" randomly



Figure 41. Pick up sticks. Retrieved from: <https://www.choicesdomatter.org/wp-content/uploads/2015/02/pick-up-sticks.jpg>

Pick-up Sticks (Cont'd)

Execution

1. Direct the participant's attention to the ice-cream sticks on the table.
2. Explain the objective and procedure of the game:
 - a. To pick up as many ice cream sticks without moving other sticks during the process
 - b. Once this occurs, the participant forfeits his/her chance and the other participant takes his/her turn at the game.
3. Demonstrate the motion of slowly picking up an ice-cream stick with one and both hands and by using another ice-cream stick. Show the scenario when another stick is moved during the process and the turn now goes to the participant.
4. Invite the participant to take his/her turn. If the participant needs assistance to proceed, direct his/her attention to an "easy" stick (a stick that lays without much contact to other sticks) to pick up. Invite participant to continue until he/she forfeits his/her turn. Repeat the process until all the sticks have been picked up



60. Puzzle

| | |
|--------------------------|---|
| Logistics: | Puzzle set |
| Size of activity: | <ul style="list-style-type: none">• Individual activity• Ratio of staff to person with dementia: 1:3 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------|
| Domain of activity: | Cognitive, Leisure |
|----------------------------|--------------------|

Goals and objectives of the activity:

- Maintain visual skills such as colour differentiation
- Stimulates cognitive functions such as problem solving

Set Up and Preparation

1. Place the game set in the centre of the table
2. Invite the person with dementia to sit at the table

Execution

1. Remove all the puzzle from the board
2. Persons with dementia must take the pieces and fit it into the correct spaces



61. Reading Out-Aloud

| | |
|--------------------------|---|
| Logistics: | Book |
| Size of activity: | <ul style="list-style-type: none">• Individual / 1-to-1• Ratio of staff to person with dementia: 1:3 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Exercise language skills
- Stimulate cognitive functions such as recognition and concentration

Set Up and Preparation

1. Invite the person with dementia to a quiet corner and encourage them with the storybook

Execution

1. Allow the person with dementia to read at their own pace and volume
2. Should the person with dementia lose interest in reading, allow them to leave and do other activities



Figure 42. Seniors reading outdoors. Retrieved from: <https://www.videoblocks.com/video/asian-senior-couple-reading-books-in-park-leisure-outdoor-activity-sczx-dgpfjdlq0yw8k-up-sticks.jpg>

62. Reading Newspaper

| | |
|--------------------------|---|
| Logistics: | Newspaper |
| Size of activity: | <ul style="list-style-type: none">• Individual activity• Ratio of staff to person with dementia: - |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Doing familiar activities can evoke reminiscence or provide a sense of familiarity
- Maintain and practise remaining language abilities

Set Up and Preparation

1. Place the newspaper on the table and allow the person with dementia to be interested in the activity
2. Allow the person with dementia to sit at a corner or at a table



Figure 43. Reading newspaper. Retrieved from: <https://edition.cnn.com/2015/12/11/health/oldest-countries-secret-longer-life/index.html>

63. Reminiscence (Smell)

| | |
|--------------------------|---|
| Logistics: | 6 Plastic bowls Condiments: black soya sauce, chilli sauce, parsley, pepper, sesame oil, black coffee Tray to contain the bowls |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 <p><i>*Staff should be familiar with condiments used and able to fluently facilitate the group in their spoken language</i></p> |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--------------------------------------|
| Domain of activity: | Leisure, Sensory, Stimulus Reduction |
|----------------------------|--------------------------------------|

Set Up and Preparation

1. Prepare condiments in the plastic bowls.
Ensure that items have not expired.
2. Select suitable person with dementia who are:
 - a. Able to express and verbalise feelings / thoughts
 - b. Able to understand and speak a common language



- Spices and condiments can be changed. Clients must be able to relate to the items given
- The space around the activity should be quiet and conducive. Noise around can disrupt conversations and clients are unable to focus

Reminiscence (Smell) (Cont'd)

Execution

1. Persons with dementia are seated round the table. Lead staff should seat facing all the person with dementia
2. Persons with dementia begin by smelling a selected condiment
3. Lead staff can ask the following questions:

Questions are not limited to the following. During the conversation, take your cue from the client.

- What does this smell like?
- Which dishes use this condiment?
- Which dialect group does this dish belong to?
- What was your favourite dish to cook?

You can consider using pillboxes to store spices. It helps to keep the smell fresher.

4. Allow person with dementia to interact and have internal conversations. Attempt to ask general questions to the group instead.



Reminiscence can help to maintain the following:

- Communication and expression
- Emotions
- Memory and recall
- Self-esteem
- Sense of identity
- Sense of accomplishment when they are given a social role

Using Activities of Daily Living to Evoke Reminiscence While Doing Occupational Therapy

(Nakamae, Yotsumoto, Tatsumi and Hashimoto, 2014)

Seniors with dementia were asked to make rice balls, a staple snack in Japan. While the seniors made the snacks, they reminisced about past events associated with the dish. This continued for a total of 6 sessions, each session lasting 40 minutes. Afterwards, 10 university students were asked to score the improvement of the rice balls made on the 1st and 6th session on a scale of 1 to 5. (1 being 'Much Improved').

Out of 15 seniors, nine received a scoring of 1 ('Much Improved'). They became happier as they were able to make the rice balls more easily than before.

64. Reminiscence Role Playing

| | |
|--------------------------|---|
| Logistics: | NA |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Encourages communications and socialisation
- Evoke reminiscence and tap on long term memories
- Strengthens sense of identity

Set Up and Preparation

1. Set up the room according to the theme of the reminiscence
2. Inform persons with dementia who are participating in the activity to dress up according to the theme

Additional Resources & Themes (*Adapt where necessary to fit local context and culture)

- [School days](#)
- Festivals
- [Influence of 1950s – 1960s culture on lifestyle](#)
- [Life in mid Singapore](#)
- Peranakan Culture

Figure 44. Reminiscence with vintage hair tools.
Retrieved from: <https://reminisceconnect.com/2017-2/>



65. Ring Toss

| | |
|--------------------------|---|
| Logistics: | Cones Masking tape / Coloured tape Foam/Plastic ring |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Practise hand-eye coordination while maintaining concentration
- Practise using gross motor skills

Set Up and Preparation

1. Mark out the starting line with masking or coloured tape
2. Line up the cones in any of the following formations:
 - a. Straight line
 - b. Bowling style in 4-3-2-1
 - c. In a square of 3 by 3
3. Arrange the chairs accordingly
 - a. If the cones are set in a straight line or in the formation for bowling, line the chairs in a straight row from the starting line
 - b. If the cones are set in a square, arrange the chairs in a circle surrounding the middle area

Ring Toss (Cont'd)

Execution

1. Persons with dementia will toss the ring and the aim of the game is for the ring to land on a cone
2. Points are awarded for getting the ring onto the cone



Figure 45. Blue and white bottle ring toss. Retrieved from: <https://www.beneathmyheart.net/wp-content/uploads/2013/09/2013-09-06-13.12.30.jpg>



Figure 46. Ring toss in red and yellow. Retrieved from: <https://www.flaghouse.ca/physical-education/toss-target-games/games-sets/ring-toss-game-set.axd>



Figure 47. Cross ring toss. Retrieved from: <https://www.amazon.in/Outdoor-sports-Jumping-throwing-Indoor/dp/B072M2NVD9>

66. Roulette

| | |
|--------------------------|---|
| Logistics: | Coloured tokens Marble Mat for roulette game Roulette (Mini set) |
| Size of activity: | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|------------------------|
| Domain of activity: | Leisure, Socialisation |
|----------------------------|------------------------|

Goals and objectives of the activity:

- Demonstrate socialisation skills
- Practise observation and visual awareness
- Promotes communication

Set Up and Preparation

1. Pre-select person with dementia who have more interest in this activity
2. Sit person with dementia around the table and appoint a leader

Execution

1. Each player places a bet for the number in either of the following:
 - a. Range of the number
 - b. Big or small
 - c. Odd or even



67. Rummy 'O'

| | |
|--------------------------|---|
| Logistics: | Rummy 'O' game set |
| Size of activity: | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Improve visual skills such as colour differentiation
- Practise observation and visual awareness
- Promotes cognitive skills such as problem solving

Set Up and Preparation

1. Sit person with dementia round the table and ensure that there is a staff seated with 2 persons with dementia on each side

Execution

1. The tiles are faced down and mixed. After, each player will take 14 tiles
2. Players aim to form the following sets with at least 3 tiles:
 - a. Group – Same number with different colours
 - b. Run – Same colour with 3 or more consecutive numbers
3. The objective of the game is clear your deck of tiles by forming them into sets
4. Before putting out sets, the player must have an initial meld where the sets placed must add up to at least 30 points. The joker tile cannot be used, and the sets must be new, not added onto existing sets. If there are no available cards, the player will draw a tile from the deck
5. Use different strategies and re-arrangement techniques to clear the tiles on your hand
6. A player wins when they have successfully cleared all the tiles on their hand

Rummy 'O' (Cont'd)

Execution (Variation used during games)

1. Tiles are placed in the centre of the table
2. Persons with dementia will take tiles from the centre to form a line of numbers individually
3. The tiles should be ordered from 1 to 13 and it can be in different colours
4. If person with dementia can accomplish the above, you can progress to the following:
 - a. Arranging in numerical order with tiles of the same colour individually
 - b. Distribute the tiles equally among person with dementia and ask them to arrange the tiles from 1 to 13 in the centre

Additional Resources

[How To Play Rummikub©](#) by Rummikub



Figure 48. Rummy O. Retrieved from:
<https://en.wikipedia.org/wiki/Rummikub>

68. Scrabble

| | |
|--------------------------|---|
| Logistics: | Scrabble Junior game set |
| Size of activity: | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Exercise cognitive skills such as problem solving and words formation
- Practise observation and exercise existing language skills

Set Up and Preparation

1. Ensure person with dementia chosen can converse fluently in English
2. Place letter tiles into a draw string bag
3. To build confidence in person with dementia and ensure for a no-failure game, staff can use the side of the board with helping words

Execution

1. Each player takes 7 letter tiles
2. The game will go in an anti-clockwise manner, each player gets a chance to form words using the tiles on hand
3. The game continues until all tiles have been placed onto the game board to form words
4. Points are multiplied if there is a letter tile on top of a coloured tile

Scrabble (Cont'd)

Variation:

1. Persons with dementia can use the guiding board on the Scrabble Junior
2. Persons with dementia can also place all the tiles together to form words as a group instead of individual players



Figure 49. Scrabble. Retrieved from:
<https://www.flickr.com/photos/48778414@N04/5933744655>

69. Sensory Bag

| | |
|--------------------------|---|
| Logistics: | Mystery items (e.g. old pager, cassette tape, yo-yo, sunglasses etc) Socks |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Stimulate sensory experience – touch

Set Up and Preparation

1. Place the mystery items in one sock each
2. Tie the top of sock to prevent the item from falling out
3. Layout the mystery socks on the table and invite the person with dementia to sit down at the table

Execution

1. Lay the socks on the table and ask the person with dementia to feel each of it
2. After the person with dementia has felt the sock, ask them to guess what the item
3. When the person with dementia has finished guessing, you may take out the item and lay them on the table for the person with dementia to see
4. Upon revealing the items, you can also ask the persons with dementia if they know what the item is. This can be applied to vintage items that persons with dementia are able to relate to

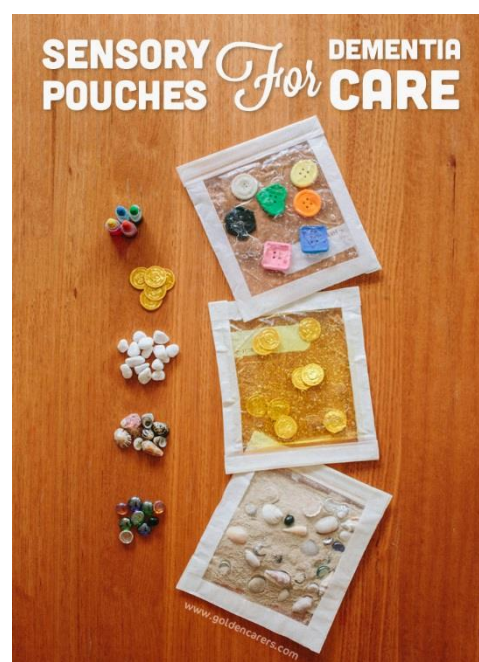


Figure 50. Sensory bag. Retrieved from: <https://www.goldencarers.com/sensory-pouches-for-dementia-care/4763//>

70. Shaving Foam Artwork

| | |
|--------------------------|--|
| Logistics: | A4 Copier paper box cover Acrylic paint Chopstick Drawing block paper (A4 size) Large ice cream sticks Plastic table cover Shaving cream |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff/volunteers to person with dementia: 1:5 |
| Space needed: | 1 table |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|------------------------------------|
| Domain of activity: | Creativity, Leisure, Socialisation |
|----------------------------|------------------------------------|

Goals and objectives of the activity:

- Improve visual skills such as colour differentiation
- Practise observation and visual awareness
- Stimulate sensory experience – touch and sight

Set Up and Preparation

1. Pour out the shaving cream onto the box cover, make sure it is spread evenly
2. Cut the drawing block papers into A5 size
3. Layout a plastic cover or newspapers over the table

Shaving Cream Artwork (Cont'd)

Execution

1. Drizzle the paint onto the shaving cream, allow persons with dementia to pick out their preferred colours
2. Use the chopstick to make swirls in the shaving cream
3. Place the paper on top of the shaving cream and press gently
4. Remove the paper, use the ice cream stick to scrap off the excess shaving cream
5. Leave the paper to dry
6. Put the excess shaving cream back into the box and repeat steps 1 to 5 again

Additional Resource

[DIY Marble Art with Shaving Cream](https://meaningfulmama.com/wp-content/uploads/2014/08/1-marbled-paper-diy-shaving-cream-Aug-12-2014-4-19-PM.jpg) by Sea Lemon



Figure 51. Marbled paper DIY shaving cream.
Retrieved from: <https://meaningfulmama.com/wp-content/uploads/2014/08/1-marbled-paper-diy-shaving-cream-Aug-12-2014-4-19-PM.jpg>

71. Shoot the Cups

| | |
|--------------------------|---|
| Logistics: | 15 Plastic cups Chairs Small Nerf guns Table |
| Size of activity: | <ul style="list-style-type: none">• Small group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 6ft by 4 ft |
| Suitable for: | Mild - Moderate dementia |

| | |
|----------------------------|-------------------|
| Domain of activity: | Leisure, Physical |
|----------------------------|-------------------|

Goals and objectives of the activity:

- Exercise motor skills
- Practise cognitive skills such as concentration

Set Up and Preparation

1. Set up the plastic cups on top of the table in the following order from top to bottom 5-4-3-2-1
2. Place the chairs about 1.5 metres away from the table
3. Place the extra plastic cups in a basket near the table to allow ease for set up after each person with dementia has taken a turn



Execution

1. Each person with dementia will take a turn to shoot down the plastic cups with the Nerf gun. The objective is to shoot down as many cups as possible
2. Each person with dementia will shoot twice, if the person with dementia has yet to hit down the cups allow them to take a few extra turns
3. Once all the cups have been knocked down, the staff can help to reset the structure

72. Sorting Beads

| | |
|--------------------------|--|
| Logistics: | Container for storage Kutti pieces or large beads Recycled Chinese New Year sweets tray |
| Size of activity: | <ul style="list-style-type: none">• Individual activity, Small Group• Ratio of staff to person with dementia: 1:3 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|-----------------------------|
| Domain of activity: | Sensory, Stimulus Reduction |
|----------------------------|-----------------------------|

Goals and objectives of the activity:

- Have a sensory experience – sight and touch
- Improve visual skills such as colour differentiation

Set Up and Preparation

1. Place the kutti-kutti in a large dish tray and the sweets tray next to the dish
2. Invite the person with dementia to sit at the table



Execution

1. Persons with dementia must sort out the kutti-kutti by colours onto the sweets tray
2. Once they have completed, you can provide them with other activities

73. Sewing/Knitting

| | |
|--------------------------|--|
| Logistics: | Container for storage Sewing template String |
| Size of activity: | <ul style="list-style-type: none">• Individual Activity, Small Group• Ratio of staff to person with dementia: 1:4 <p><i>*Staff should be familiar with condiments used and able to fluently facilitate the group in their spoken language</i></p> |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--|
| Domain of activity: | Activities of Daily Living, Leisure, Sensory |
|----------------------------|--|

Goals and objectives of the activity:

- Doing familiar activities and evoke reminiscence
- Exercise focus and concentration
- Express creativity

Set Up and Preparation

1. Store the sewing threads and needles inside a basket or container
2. Invite the person with dementia over to the table



Figure 52. Knitting. Retrieved from: <https://www.mentalhealthamerica.net/sites/default/files/knitting4.jpg>

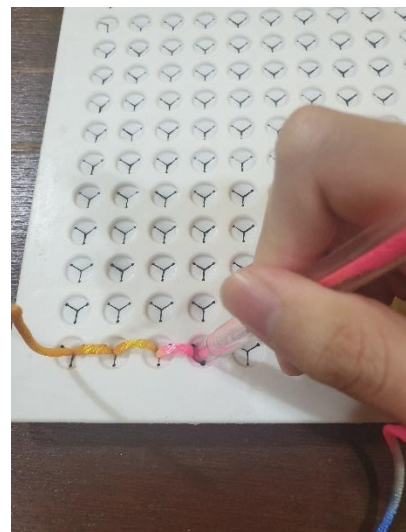
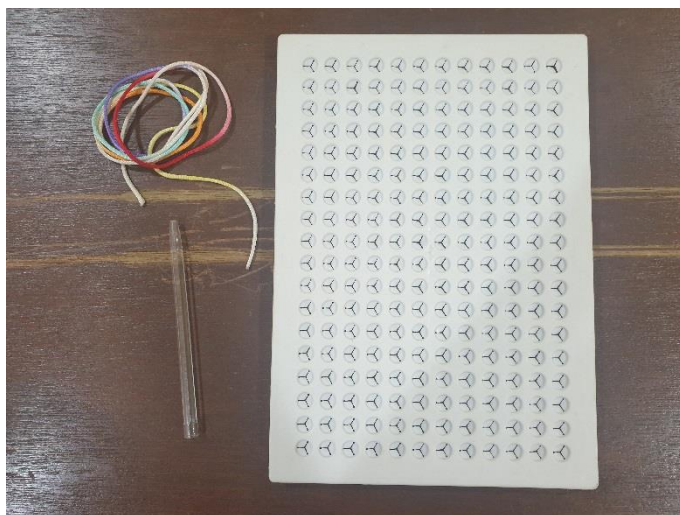
74. Sewing & Shape Making

| | |
|--------------------------|--|
| Logistics: | Container for storage Sewing template String |
| Size of activity: | <ul style="list-style-type: none">• Individual Activity, Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|---------------------------------------|
| Domain of activity: | Creative/Expressive, Leisure, Sensory |
|----------------------------|---------------------------------------|

Goals and objectives of the activity:

- Improve visual skills such as colour differentiation
- Practise observation and visual awareness



Set Up and Preparation

1. Prepare thick rainbow coloured and solid colour strings and cut them into 40cm strips
2. Invite the person with dementia to sit down and allow them to get interested in the activity

Sewing and Shape Making (Cont'd)

Execution

1. Thread the string through the string holder pen
2. Stick the tip of the pen into the holes of the board
3. Pull it across to another hole to create lines and shapes



75. Spaghetti Artwork

| | |
|--------------------------|--|
| Logistics: | A4 Coloured paper Crepe paper Green yarn Markers Spaghetti fusilli White Glue |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of volunteers to person with dementia: 1:3 |
| Space needed: | 1 table / 1 activity room |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|---|
| Domain of activity: | Creative/Expressive, Stimulus reduction |
|----------------------------|---|

Goals and objectives of the activity:

- Allow autonomy for clients to choose their preferred colour and design
- Express creativity

Set Up and Preparation

1. Tear up the crepe paper into strips
2. Pour out the glue onto paper plates
3. Have samples of the artwork prepared
4. Invite the person with dementia to the table to participate in the activity

Execution

1. Persons with dementia can pick out the template that they want to use
2. Roll up each strip of crepe paper into balls
3. Arrange the spaghetti, crepe paper and yarn on the coloured paper
4. Once completed, ask the person with dementia to glue the items down onto the coloured paper
5. Leave to dry and ask the person with dementia to sign off their names



76. Sudoku

| | |
|--------------------------|--|
| Logistics: | Sudoku activity sheets (Laminated) Whiteboard markers Whiteboard cleaners / Tissue |
| Size of activity: | <ul style="list-style-type: none"> Individual activity Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-----------|
| Domain of activity: | Cognitive |
|----------------------------|-----------|

Goals and objectives of the activity:

- Practise cognitive skills such as problem solving and numerical literacy

Set Up and Preparation

- Print out the sudoku activity sheets in A4 size, ensure that the font size is large and clear
- Laminate the activity sheets to allow re-use

Execution

- Each person with dementia will receive an activity sheet
- Should person with dementia find the activity difficult, provide another activity sheet with fewer boxes
- Person with dementia will fill up the boxes such that each row horizontally and vertically will not have a repeat of numbers

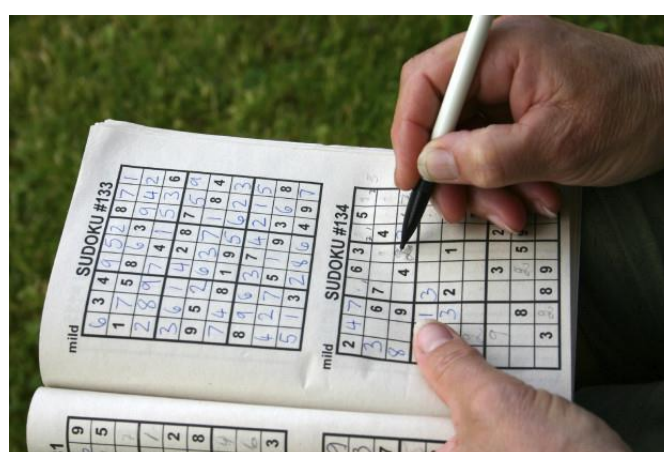


Figure 53. Sudoku. Retrieved from:

<https://www.seniorlifestyle.com/5-tips-sudoku-beginners/>

77. Screw and Bolts

| | |
|--------------------------|---|
| Logistics: | Acrylic pieces Container for storage Rods Screws |
| Size of activity: | <ul style="list-style-type: none">• Individual activity• Ratio of staff to person with dementia: 1:2 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--|
| Domain of activity: | Cognitive, Sensory, Stimulus Reduction |
|----------------------------|--|

Goals and objectives of the activity:

- Practise problem solving
- Exercise motor skills and dexterity

Set Up and Preparation

1. Place all the tools inside a tray for persons with dementia to easily take
2. Invite the person with dementia to the table and demonstrate how the tools fit with each other



78. Scrap-booking (Reminiscence)

| | |
|--------------------------|--|
| Logistics: | A completed page of reminiscence items (optional) Any decorative craft supplies (e.g. glitter glue, stickers) to decorate the page Bottled craft glue Choice of A4 coloured paper Large handled scissors Reminiscence pictures of daily items, famous people etc that are meaningful, familiar to the participant |
| Size of activity: | <ul style="list-style-type: none">• Individual activity• Ratio of staff to person with dementia: 1:3 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|------------------------------|
| Domain of activity: | Cognitive, Creative, Leisure |
|----------------------------|------------------------------|

Goals and objectives of the activity:

- Encourages communications and socialisation
- Evoke reminiscence and tap on long term memories
- Express creativity

Set Up and Preparation

1. Invite the participant to sit next to you at the table. Place the materials in front of the participant closer to his/her dominant side.

Scrapbooking (Cont'd)

Execution

1. Introduce the reminiscence pictures to the participant and invite him/her to identify and talk about these familiar items. Explain that the objective of the session is to compile a page of reminiscence items. If a completed page has been prepared, show participant the finished product.
2. Invite the participant to choose a piece of A4 paper.
3. Demonstrate and explain the process:
 - a. Cut out the reminiscence picture and stick it on the A4 paper and form a scrapbook page of reminiscence items. For irregularly shaped pictures, draw a geometrical shaped outline (e.g. rectangle or square around picture) to ease the task of cutting
4. Invite the participant to start cutting the reminiscence pictures. Encourage participant to talk about the item he/she is cutting out the pictures.
5. Once all the pictures are cut, invite participant to arrange them on the A4 paper. Encourage participant to be creative and try various ways of laying out the page.
6. When participant is satisfied with the layout, invite him/her to glue down the pictures. After the pictures have been glued to the page, proceed with decorating the page with glitter glue and labelling the items

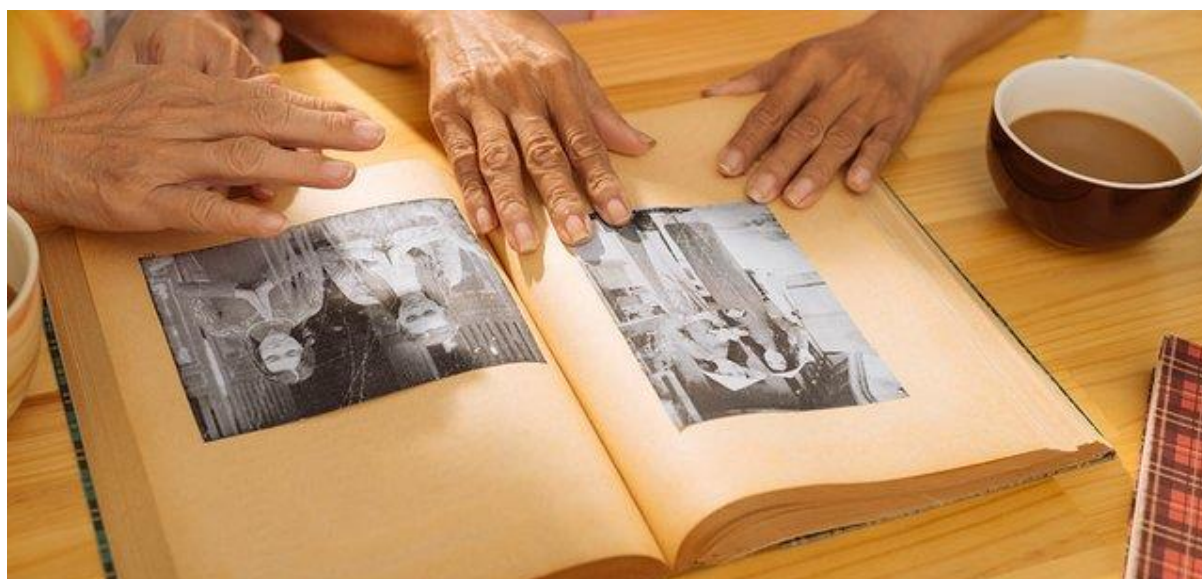


Figure 54. Reminiscence scrapbooking. Retrieved from: <https://caregiver.com/articles/who-am-i-scrapbook/>

79. Straw Painting

| | |
|--------------------------|---|
| Logistics: | A finished art piece (Optional) Choice of A4 coloured paper Drinking straw (Cut into pieces measuring 5cm to 7cm) Medium brushes (1 brush for each colour) Poster or water paint on palette |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 rectangular table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|-------------------|
| Domain of activity: | Creative, Sensory |
|----------------------------|-------------------|

Goals and objectives of the activity:

- Express creativity
- Maintain visual skills such as colour differentiation
- Practise observation and visual awareness

Set Up and Preparation

1. Set up the painting materials:
 - a. Prepare three different colours of thin water/poster paint in the palette. Set aside one brush for each colour of paint. Cut out a piece of drinking straw approximately 5cm to 7cm long. Lay a selection of coloured A4 paper for participant to choose.
2. When the painting materials are prepared, invite the participant to sit next to you at the table. Place the materials in front of the participant closer to his/her dominant side.

Straw Painting (Cont'd)

Execution

1. Invite the participant to choose a piece of A4 paper.
2. Demonstrate and explain the process:
 - a. Using a brush, place large drops of paint onto the A4 paper. Place the straw next to the drop of paint and blow. You can mix drops of different coloured paint. The paint will run and make lovely patterns.
3. Invite the participant to choose a paint colour and try blowing through the straw.
To make this task easier:
 - a. the paper can be lifted off the table closer to the participant;
 - b. use a shorter straw and runnier paint as it requires less effort to blow; and
 - c. choose a regular drinking straw. Straws that are too fine are ineffective to distribute the paint while wide straws require more effort to blow.
4. Participants often need a few tries to master the task. Be prepared with various lengths of straw for participant to try. Set water by the side to thin the paint when necessary.
5. Repeat the process until the participant is satisfied that the art piece is completed.

Additional Resources

[Blow Painting Techniques with Straws | Kids Imagination](#) by Jay Lee Painting



80. Tai Chi (During rest time)

| | |
|--------------------------|--|
| Logistics: | AV system Chairs Tai Chi demonstration video Television Video player |
| Size of activity: | <ul style="list-style-type: none">• Individual Activity, Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 4m x 6m rectangular (marked with masking tape) |
| Suitable for: | Mild dementia |

| | |
|----------------------------|-------------------------|
| Domain of activity: | Physical, Socialisation |
|----------------------------|-------------------------|

Goals and objectives of the activity:

- Calms the client down
- Practise visual observation and mirroring

Set Up and Preparation

1. Choose an area that allows freedom of movement. Clear all obstacles
2. The area size should measure approximately 4m x 6m
3. Prepare the AV and sound system

Execution

1. Do a warm up process with the persons with dementia if the video does not include it
2. Ensure that all persons with dementia have enough space to move their arms



Figure 55. Seated Tai Chi. Retrieved from: http://www.parkinson.org.sg/Programmes_info.php?c_id=212

Additional Resources

[Seated Tai Chi and QiGong](#) by Freshfield Fitness

[Tai Chi for Health, Seated Tai Chi for Arthritis](#) by TaiChi Jennifer Chung

81. Tetris

| | |
|--------------------------|---|
| Logistics: | Tetris set pieces White foam board |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

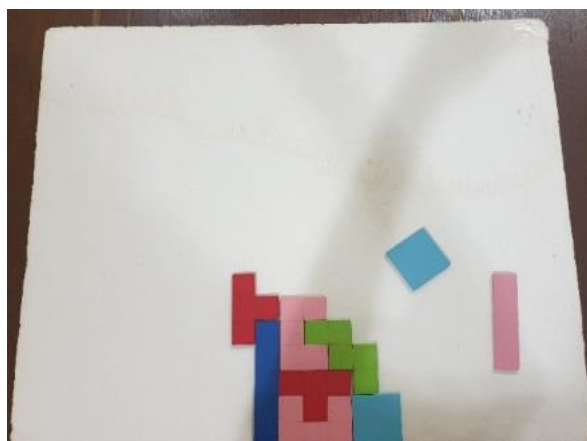
- Practise cognitive skills such as problem solving
- Promote socialisation if the activity is done in a group setting

Set Up and Preparation

1. Place a recycled white foam board in the centre of the table
2. Group persons with dementia who enjoy sitting together at the same table

Execution

1. Persons with dementia must try to fit the Tetris pieces with each other, there should not be spaces that are empty
2. Interest them by suggesting other pieces if they are using the wrong piece



82. Thera-band Exercise

| | |
|--------------------------|--|
| Logistics: | Music playlist Thera-band (with different elasticity) |
| Size of activity: | <ul style="list-style-type: none">• 1-to-1/Individual Activity• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 table |
| Suitable for: | Mild dementia Moderate dementia (Adapted) |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Build resistance in major muscle groups
- Exercise motor skills

Set Up and Preparation

1. Set up the chairs in a circle
2. Prepare the AV and sound system
3. Invite the persons with dementia to sit in the circle, allow vocal persons with dementia to sit with less vocal persons with dementia
4. Ensure the persons with dementia can see the staff facilitator

Additional Resources (*Do adapt where necessary)

[Senior resistance band exercises with balance and wellness](#) by Curtis Adams

[Thera-band Exercises in the Wheelchair](#)
by Lone Star College-Kingwood

[Thera-band exercises for the elderly](#) by
Elder Strength

Figure 56. Resistance bands. Retrieved from:
<http://eorange.sg/shop/product/natural-latex-resistance-band-66>



83. Watching Old Movies

| | |
|-------------------------|---|
| Logistics: | AV and sound system |
| Size of activity | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed | 1 table |
| Suitable for: | Mild – Moderate dementia |

| | |
|----------------------------|--------------------------|
| Domain of activity: | Cognitive, Socialisation |
|----------------------------|--------------------------|

Goals and objectives of the activity:

- Evoke reminiscence through familiar movies
- Exercise cognitive functions such as recalling and recognition

Set Up and Preparation

1. Set up the AV and sound system
2. Staff can also consider distributing kachang puteh snacks to suitable persons with dementia to stimulate an experience of watching movies in the past

After the movie, you can consider discussing about the movie in a short reminiscence session. Some questions you can discuss about are:

- What is this movie?
- Who's your favourite character?
- How old were when you watched this movie?
- What was it like, going to the theatre in the past?

Activities for Persons with Moderate Dementia

84. Badminton and Balloons (1-to-1)

| | |
|-------------------------|---|
| Logistics: | 1 balloon |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | Small corner free of surrounding furniture |
| Suitable for: | Moderate dementia |

| | |
|----------------------------|---------------------------------------|
| Domain of activity: | Physical, Sensory, Stimulus Reduction |
|----------------------------|---------------------------------------|

Goals and objectives of the activity:

- Exercise hand-eye coordination
- Maintain physical functions motor skills (walking, arm movement)
- Maintain sensory functions

Set Up and Preparation

1. Invite the participant to sit in a chair with back-rest and arm-rests
2. Ensure the chair is placed in front of a wall to stabilise it
3. Sit opposite the person with dementia

Execution

1. Tell the participant that you are hitting the balloon towards him/her. Ask him/her to hit it back to you
2. Start by gently hitting the balloon towards the participant's dominant side at chest level
3. Participant may need multiple tries to understand and learn to execute the task. Repeat and encourage with gestures and physical cueing
4. As participant masters the game, increase the challenge by hitting the balloon higher or sitting farther away from the participant
5. End the game when participant expresses or shows signs of fatigue



85. Bean Bag Sensory

| | |
|-------------------------|---|
| Logistics: | Basket Bean bags with different fillings |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | 1 table in a quiet corner |
| Suitable for: | Moderate - Severe dementia |

| | |
|----------------------------|---------|
| Domain of activity: | Sensory |
|----------------------------|---------|

Goals and objectives of the activity:

- Promote awareness to sensory stimulation
- Provide immediate feedback for actions taken on the environment

Set Up and Preparation

1. Sit the person with dementia on the opposite side facing the staff

Execution

1. Staff assisting in the activity can take a bean bag and place it on the arm of the person with dementia
2. Tap the bean bag up and down the person with dementia's arm
3. Watch out for the person with dementia's reaction
4. Ensure person with dementia is relaxed during the activity, should they show signs of distress, stop the activity

86. Doll Therapy

| | |
|-------------------------|---|
| Logistics: | Chair Doll |
| Size of activity | <ul style="list-style-type: none">• Individual Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Moderate - Severe dementia |

| | |
|----------------------------|---------------------------------|
| Domain of activity: | Self-Esteem, Stimulus Reduction |
|----------------------------|---------------------------------|

Goals and objectives of the activity:

- Calm the client and relieve anxiety
- Evoke reminiscence of taking care of children or grandchildren
- Maintains focus on an object for the client

Set Up and Preparation

1. Sit the person with dementia at a quiet corner and ensure they are comfortable
2. Invite the person with dementia over to a quiet corner

Execution

1. Hand the doll over to the person with dementia, encourage the person with dementia to look at the doll
2. If the person with dementia takes to the doll, gradually allow the person with dementia to be alone
3. Should the person with dementia reject taking the doll, try encouraging them to do other activities. If the person with dementia does not wish to do any activities, do not force them to



Figure 57. Doll therapy. Retrieved from: <https://www.verywellhealth.com/therapeutic-doll-therapy-in-dementia-4155803>

87. Paint With Water Activity Books

| | |
|-------------------------|--|
| Logistics: | Brushes Paint with water activity book Plastic cup with water |
| Size of activity | <ul style="list-style-type: none">• Individual Activity / 1-to-1/ Small Group• Ratio of staff to person with dementia |
| Space needed | 1 table |
| Suitable for: | Moderate - Severe dementia |

| | |
|----------------------------|---------------------|
| Domain of activity: | Creative/Expressive |
|----------------------------|---------------------|

Goals and objectives of the activity:

- Maintain visual perception such as recognition and colour differentiation
- Practise fine motor skills

Set Up and Preparation

1. Fill up the plastic cup with water and ensure that the brush is wet
2. Invite the person with dementia to sit down and place the colouring book in front of them

Execution

1. After wetting the brush, persons with dementia can use the brush to go over the pictures
2. As the brush goes over, the pictures will start to reveal colours
3. Watch the person with dementia's reactions to gauge if they are interested in the activity

Additional Resources

[Melissa & Doug Water Wow! Colouring Books](#) (Painting with Water Activity Book) by Blitsy Crafts

88. PARO Therapeutic Robot Seal

| | |
|-------------------------|---|
| Logistics: | PARO Therapeutic Robot Seal |
| Size of activity | <ul style="list-style-type: none">• Individual Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | Activity room |
| Suitable for: | Moderate – Severe dementia |

| | |
|----------------------------|---|
| Domain of activity: | Cognitive, Socialisation, Sensory, Stimulus Reduction |
|----------------------------|---|

Goals and objectives of the activity:

- Stimulates cognitive response and social cues from clients
- Stimulate sensory experience – sight, touch and hearing

Set Up and Preparation

1. Invite the person with dementia to seat at the table
2. Place the PARO therapeutic seal in front of the person with dementia

Figure 58. Japanese women interact with PARO. Retrieved from: https://web-japan.org/trends/09_sci-tech/win_sci09091702.html



Figure 59. PARO therapy seal.
Retrieved from: <https://www.japantimes.co.jp/news/2013/09/14/national/paros-therapeutic-value-improved/#.XRXdGQszblUhttps://reminisceneconnect.com/2017-2/>

89. Reminiscence Picture

| | |
|--------------------------|--|
| Logistics: | Selection of reminiscence pictures/photos (Choose A4 pictures of enlarged reminiscence items. Reminiscence photos can be used for participants who can recognize photographs.) |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 <i>*Staff should be familiar with the photographs used and able to fluently facilitate the group in their spoken language</i> |
| Space needed: | 1 rectangular table |
| Suitable for: | Moderate dementia |

| | |
|----------------------------|-----------------------------|
| Domain of activity: | Leisure, Stimulus Reduction |
|----------------------------|-----------------------------|

Goals and objectives of the activity:

- Encourages communications and socialisation
- Evoke reminiscence and tap on long term memories

Set Up and Preparation

1. Sit next to the participant (at table, couch etc.) and ensure they are comfortable
2. Play some soothing background music if necessary

Execution

1. Introduce a reminiscence picture and place it within participant's visual field.
2. Try to elicit verbal or non-verbal responses from the participant regarding the item. E.g. "Did you use this?" "What did you use this for?". "Which colour do you like?".
3. Participant may gesture the action of using a comb, or powder etc. Observe participant's facial expression e.g. eye contact, smile or frown to assess participant's engagement level.

90. Reminiscence Puzzle

| | |
|--------------------------|---|
| Logistics: | Laminating machine Laminating sheets Scissors Two A4 print-outs of reminiscence object |
| Size of activity: | <ul style="list-style-type: none">• Small Group• Ratio of staff to person with dementia: 1:6 |
| Space needed: | 1 rectangular table Staff should be familiar with condiments used and able to fluently facilitate the group in their spoken language |
| Suitable for: | Moderate dementia |

| | |
|----------------------------|-----------------------------|
| Domain of activity: | Leisure, Stimulus Reduction |
|----------------------------|-----------------------------|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Evoke reminiscence and tap on long term memories
- Encourages communications and socialisation

Set Up and Preparation

1. Ensure an enlarged picture that covers most part of the paper
2. Print picture on a thicker paper or laminate the picture
3. Cut up one of the copies into twelve equal pieces that will form the puzzles
4. Sit next to the participant at the table.
5. Place the uncut picture about 30cm in front of the participant. Place the other set of puzzles directly in front of the participant.

Reminiscence Puzzle (Cont'd)

Execution

1. Show participant the uncut picture. Prompt participant to identify and talk about the reminiscence item
2. Next, point to the puzzle pieces in front of the participant and explain that they can be arranged to form an exact "replica" of the uncut picture
3. Ensure that all the puzzle pieces are turn face up. Start with distinct features on the picture. Prompt participant to identify a distinct feature on the uncut picture and direct him/her to look for the similar feature among the puzzle pieces. E.g. distinct features like words, colour, or shape
4. If participant requires assistance to look for a piece, cue him/her by pointing to the area where the piece is. If the participant requires assistance in orienting and placing the puzzle, direct him/her to the correct area by pointing to it
5. Continue until the puzzle is completed



91. Reproduction Colouring

| | |
|--------------------------|--|
| Logistics: | A coloured art sample (e.g. geometrical pattern, landscape, designs). |
| Size of activity: | <ul style="list-style-type: none">• 1-to-1/Individual Activity• Ratio of staff to person with dementia: 1:1 <p><i>*Ensure that the lead staff is sitting next to the person with dementia</i></p> |
| Space needed: | 1 table |
| Suitable for: | Moderate dementia |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Improve visual skills such as colour differentiation
- Practise fine motor skills
- Practise observation and visual awareness

Set Up and Preparation

1. Sit next to the participant at the table
2. Place both the coloured and black/white sample in front of the participant. Place the black and white sample and the colour pencils closer to his/her dominant side

Reproduction Colouring (Cont'd)

Execution

1. Show the participant both samples. Explain to the participant that he/she is to "reproduce" an exact replica of the coloured sample
2. Choose an area to colour.
 - a. Start with an area that can be identified easily (e.g. square, circle, petals)
 - b. Give the participant the colour pencil and identify the area to be coloured by pointing to it
 - c. You may need to start colouring the area and invite the participant to continue the task.
3. When participant has completed the area, proceed to the other areas till the sample is completed
4. As participant proceeds with the colouring, prompt him/her to choose the next area to colour or identify the colour pencil to be used



92. Sensory Bottle

| | |
|--------------------------|--|
| Logistics: | 500ml water bottle Chopstick for stirring Food colouring Glitter Hot glue gun Oil Sequins Water beads |
| Size of activity: | <ul style="list-style-type: none">• 1-to-1 Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed: | 1 table |
| Suitable for: | Moderate - Severe dementia |

| | |
|----------------------------|--|
| Domain of activity: | Creative/Expressive, Sensory, Stimulus Reduction |
|----------------------------|--|

Goals and objectives of the activity:

- Allows client to relax and focus
- Express creativity
- Practise observation and visual awareness

Set Up and Preparation

1. Fill up the bottle with $\frac{3}{4}$ water
2. Measure about $\frac{1}{4}$ of oil in a plastic cup, you may add depending on how slow you want the objects to move inside the bottle

Sensory Bottle (Cont'd)

Execution

1. Put in 1 – 2 drops of food colouring and mix well
2. Pour in $\frac{1}{4}$ cup of oil into the bottle
3. Add in glitter, sequins and glitter into the bottle as per what the persons with dementia wants
4. Close the water bottle with the cap and shake the bottle well. To permanently seal the bottle, use a hot glue gun and layer it onto the bottom side of the bottle cap
5. Allow the person with dementia to enjoy looking and playing with the bottle

Additional Resources

[How to Make a Blizzard in Bottle](#) by SophiesWorldVideo



Figure 60. DIY calm down sensory bottles 101. Retrieved from:
<https://rhythmsofplay.com/calm-down-sensory-bottles-101/>

93. Vegetable Peeling

| | |
|--------------------------|---|
| Logistics: | Beansprouts Plastic bags |
| Size of activity: | <ul style="list-style-type: none">• Individual, Small Group• Ratio of staff to person with dementia: 1:4 |
| Space needed: | 1 table / Activity room |
| Suitable for: | Moderate dementia |

| | |
|----------------------------|--|
| Domain of activity: | Activities of Daily Living, Stimulus Reduction |
|----------------------------|--|

Goals and objectives of the activity:

- Allow clients to relax and focus
- Allows clients to do activities of familiarity
- Provides sense of purpose for clients

Set Up and Preparation

1. Wash and dry all the vegetables to be used, place in a plastic bag or large bowl after
2. Invite the person with dementia to sit down and ask for their help

Execution

1. Place an empty plastic bag for the person with dementia to throw rubbish into
2. If the person with dementia wishes to leave the activity halfway through, do not force them to stay
3. Once the person with dementia has completed the activity, interest them with other activities or if they would like to take time to relax

Activities for Persons with Severe Dementia

94. Balloon Sensory Stimulation

| | |
|-------------------------|---|
| Logistics: | 1 balloon |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 Activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | Small corner free of surrounding furniture / Activity room |
| Suitable for: | Severe dementia |

| | |
|----------------------------|-----------------------------|
| Domain of activity: | Sensory, Stimulus Reduction |
|----------------------------|-----------------------------|

Goals and objectives of the activity:

- Promote awareness to sensory stimulation
- Provide immediate feedback for actions taken on the environment

Set Up and Preparation

1. Invite the participant to sit in a chair with backrest and armrests
2. Ensure the chair is placed in front of a wall to stabilise it
3. Sit opposite the person with dementia



Balloon Sensory Stimulation (Cont'd)

Execution

1. Introduce the balloon to participant at eye level. Watch for his/her expression
2. Next gently guide his/her hands to hold the balloon. If participant does not exert pressure onto the balloon, continue to guide his/her hands to hold on. If participant does not resist holding onto the balloon, let him/her get used to the sensation for a while
3. Proceed to physically guiding the participant's hands to lift the balloon up and down slowly. It is important to execute any movements slowly to prevent "shocking" the participant. Repeat the movement a few times to let him/her adapt to the sensation and movement
4. Guide the participant to hold the balloon on his/her lap. Slowly rotate the balloon
5. Guide the participant to hold on if the new movement causes him/her to release his/her hands. The participant often adapts to the new movement, sensation and sound after a few repetitions
6. Gently guide participant's hands to "press" onto the balloon. You can guide his/her hands onto the top or side of the balloon for this movement
7. End the session when participant expresses or shows signs of fatigue. Inform the participant that the session is over and remove the balloon gently

95. Matching Dominos

| | |
|-------------------------|--|
| Logistics: | Dominos set with 6 pairs of similar tiles |
| Size of activity | <ul style="list-style-type: none">• 1-to-1 / Individual activity• Ratio of staff to person with dementia: 1:1 |
| Space needed | 1 table |
| Suitable for: | Severe dementia |

| | |
|----------------------------|-------------------------------|
| Domain of activity: | Cognitive, Stimulus Reduction |
|----------------------------|-------------------------------|

Goals and objectives of the activity:

- Practise observation and visual awareness
- Practise visual skills such as colour differentiation

Set Up and Preparation

1. Sit next to the person with dementia at the table
2. Separate the six pairs of tiles into two sets. Distribute one set to the participant and keep the other set for yourself

Matching Dominoes (Cont'd)

Execution

1. Ensure participant's tiles are placed face up, directly in front of him/her
2. Place your set of dominos away from direct visual field of the participant. Take a domino from your set and place it in front of the participant (about 30cm away, keeping a distance away from participant's dominos)
3. Point to the color or number of this domino and invite participant to identify a similar tile from his/her own set of dominos. If participant needs assistance, direct him/her to look at his/her set of dominos and point out the desired tile
4. Invite him/her to pick out the tile and place it next to the tile on the table. Highlight the similarities to the participant by pointing out the similar color/number between the tiles. Demonstrate this step of the activity slowly to facilitate participant's understanding
5. Reduce amount of assistance or cues as participant masters the activity. Continue until all the tiles have been matched



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