



Grampian Meaningful Engagement Network (GMEN)



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Forward

I am delighted to introduce a new Grampian Meaningful Engagement Network (GMEN) booklet to support the most excellent work undertaken by Health and Social care and Third sector colleagues to ensure people experiencing care can remain engaged, active and able to access resources to ensure they are living their best lives.

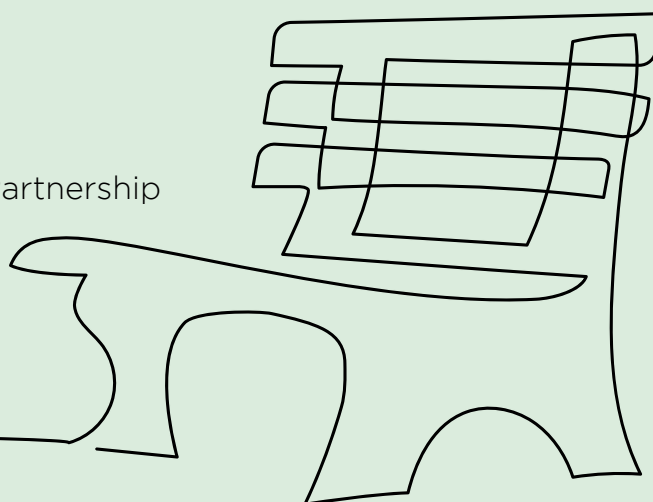
The resource has been a labour of love for me for many years since the development of the, then Meaningful Activity Network. Since inception in 2012, the network has grown, developed, stopped due to a world pandemic and resurrected to an online support network reaching across Grampian and beyond.

The resource is a collection of ideas, resources and suggestions which can be used to help support meaningful engagement within your setting. I hope you get something out of it and that it supports you to help plan and structure engagement opportunities which support the Five Ways of Well-Being (Keep Learning, Be Active, Connect, Give and Take Notice).

Shona Omand-Smith

Shona Omand-Smith

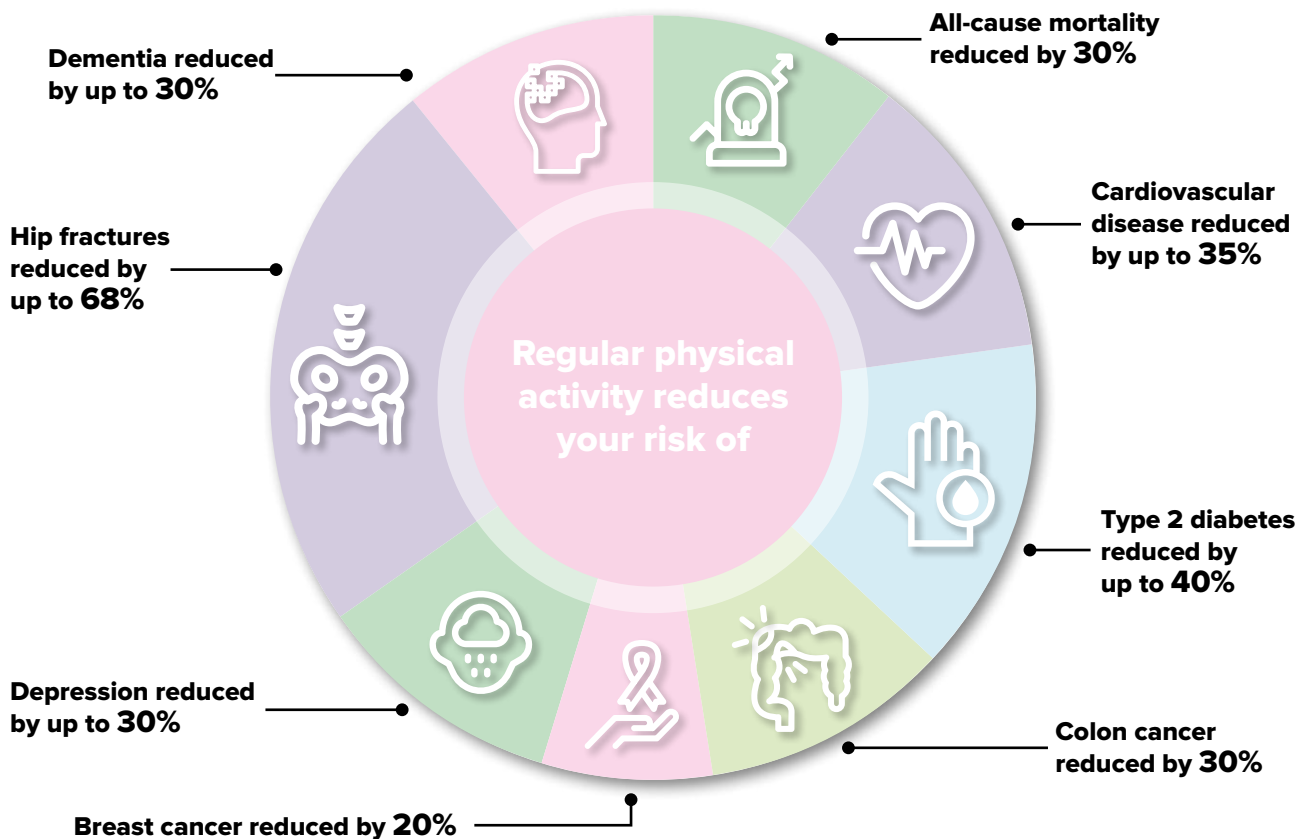
Commissioning Lead
Aberdeen City Health and Social Care Partnership



Introduction

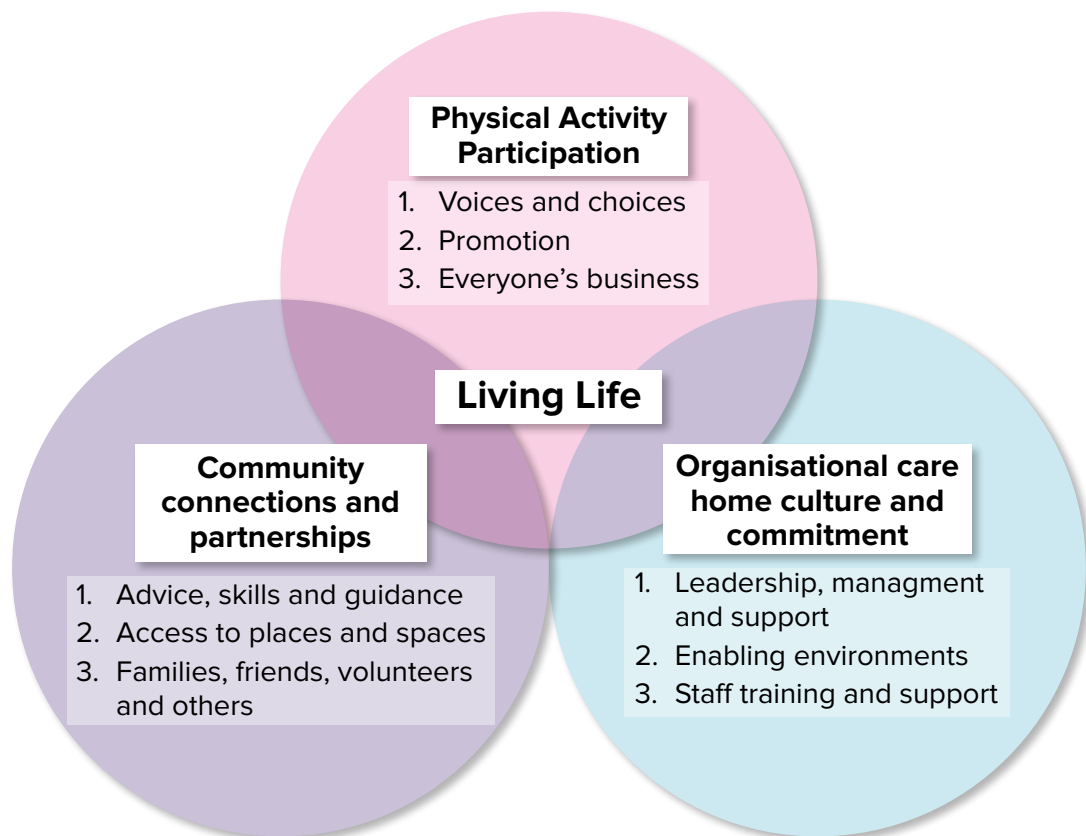
Physical inactivity is associated with 1 in 6 deaths in the United Kingdom and it is estimated to cost £7.4 billion annually (including £0.9 billion to the NHS alone). The World Health Organisation (WHO) project evidenced that promoting and encouraging people being care for, to be active can significantly improve their lives ([World Health Organisation Physical Activity](#)). Some of the statistical benefits for over 65's who increase their physical activity is:-

- **Decrease in falls risk**
- **Decrease in the number of people falling**
- **Decrease in the contact with medical services as results of falls**
- **Total number of medical services contact reduced**
- **Increase in mobility**
- **Increased happiness**
- **Decreased anxiety**
- **Decreased loneliness**
- **Decrease in all-cause mortality and frailty**



The Aberdeen City Health and Social Care Partnership (ACHSCP), Stay Well Stay Connected Care (SWSC) program in preventing ill health has initiatives such as Aberdeen Guide to Independent Living and Enablement (**AGILE**). The guide is to support the citizens of Aberdeen stay in their home independently for as long as possible and this includes those in care settings.

Scottish Government **Health and Social Care Standards: My Support, My Life**, Care Inspectorate and the Care About Physical Activity (CAPA) principles detailed below, show how interconnected the work of Health and Social Care Partnerships, Third sector organisations and local communities are and how they must work together to build relationships to ensure meaningful Engagement personal outcomes can be achieved.



ALISS (A Local Information for Scotland) is a portal of local and national supports, groups and organisations enter your postcode to see all the groups in your area.



Five Ways Of Wellbeing

The Aberdeen Health and Social Care Partnership wellbeing team use the five ways of wellbeing namely:

1. Be Active

2. Stay Connected

3. Keep Learning

4. Take Notice

5. Give

The Stay Well Stay Connected program focus is on preventing ill health and in their work promote the integration of meaningful activity and support the work of Grampian Meaningful Engagement Network (GMEN).

The purpose of the GMEN booklet is to enhance and increase meaningful engagement in all care settings while creating strong links to the community with a view to improve health and wellbeing for all participants.

The five pillars of wellness by the Substance Abuse and Mental Health Services Administration are spirituality, mindset, nutrition, lifestyle and environment.

Understanding and engaging with people experiencing care, their families and cares, staff and the community helps achieve the following aims.

Pillars of Wellbeing

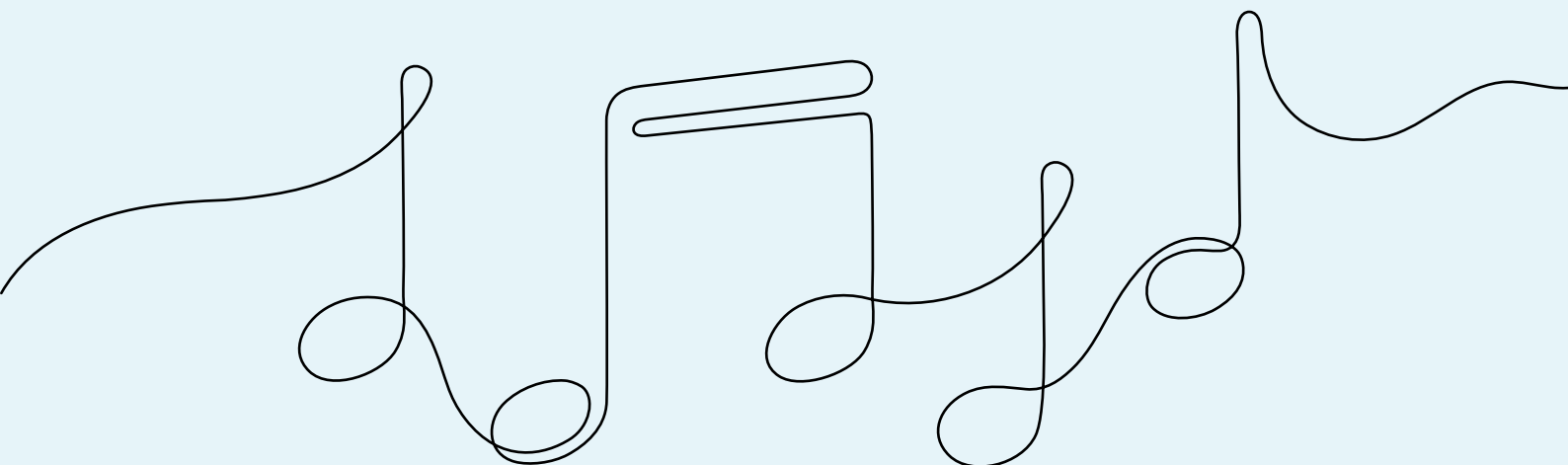
- 1. Promote social engagement**
- 2. Increase the quality of time spent with others**
- 3. Develop friendships and meaningful relationships**
- 4. Maintain sensory awareness and ability to encourage communication and self-expression**
- 5. Promote a sense of feeling cared for**
- 6. To promote a sense of self-worth and a sense of value and importance**



How to use this booklet

We have provided a lot of ideas in this booklet and we can spend a lot of time planning engagement sessions however, meaningful engagement can be spontaneous and found in the everyday opportunities. Listed below are five minute engagements to get you started with little to no planning required.

- **Bubble blowing**
- **Balloon throwing**
- **Ball catching**
- **Bubble wrap popping**
- **Puppet therapy**
- **People watching out the window**
- **Listening to music**
- **Marching on the spot (seated)**
- **Toe tapping**
- **Seated dancing**
- **Reading an article in the newspaper**
- **Watering some plants**
- **Dead heading flowers**
- **Arranging flowers**
- **Dusting**
- **Feely bags**
- **Fabric feeling - furry, net,**
- **Smelling cut grass - bring the outside inside**



- **Work on a group jigsaw**
- **Rummage box/ drawers**
- **Magazines - cut out pictures**
- **Hand massage - use nice hand cream**
- **Tennis ball massage - shoulders and necks**
- **Tennis ball foot massage**
- **Empathy dolls**
- **Perfume/ aftershave smelling. This was using scents which had been donated to the home. 3-4 scents were selected, and residents could apply to scent the most liked.**
- **Button boxes - sorting / discussing**
- **Head massage using special metal device**
- **Punch Balls - use to massage the abdomen**
- **Sponge Balls from Tesco to throw and pass**
- **Parachutes made from round tablecloth (good when you are short on space)**
- **Gloop - corn flour and water mixed into a paste**



Make Every Moment Count

A good tool to use to start that conversation with the staff is, Make Every Moment Count from the Care Inspectorate. There are with the 5 key messages:

- 1. Get to know me**
- 2. It's not just what you do... it's how you make me feel**
- 3. Know what I can do and support me to do it**
- 4. Help me feel comfortable, safe and secure in my surroundings**
- 5. Remember little things all add up**

This is an evidence-based resource with key messages and signposts to helpful website. It has been designed to offer easy to read, simple guidance for everyone supporting someone in a care setting [Care Inspectorate Make Every Moment Count Guide](#) The list is not exhaustive but can include activities such as:

- **Access variety of Meaningful Activities – Social, physical, creative, sensory, self-esteem, spiritual, cultural, emotional and educational**
- **Concerts – physical and virtual**
- **Music – playing some instruments or musical activity**
- **Befriending between homes and schools and or communities to create lasting connections**
- **Supporting residents with digital and technology know how**
- **Intellectual and cognitive Online games – that support memory or slow down memory decline**
- **Access online archive for reminiscence viewing. Culturally and historical appropriate so as not to traumatise those who experienced war, holocaust or atrocities against Windrush generation**
- **Access to live streamlining performances and activities**



Planning Engagement Events

There are a range of resources available to support the planning of engagement events which reflects the ability and preferences of people experiencing care, these include the Jacke Pool tool which can be found by doing an internet search. There is also the NHS Dumfries and Galloway [interests-and-activities-toolkit.pdf \(careinspectorate.com\)](#) which is a great place to start.

One of the challenges in planning engagements is to ensure that the session is of mutual benefit to the staff and the people participating. Engagement events must offer the opportunity for the people with lived experience to share their knowledge and expertise and in effect become the leader of the session. Obviously, not everyone may wish to take on this role, however we must endeavour to move away from 'doing to people' and towards 'doing with people'.

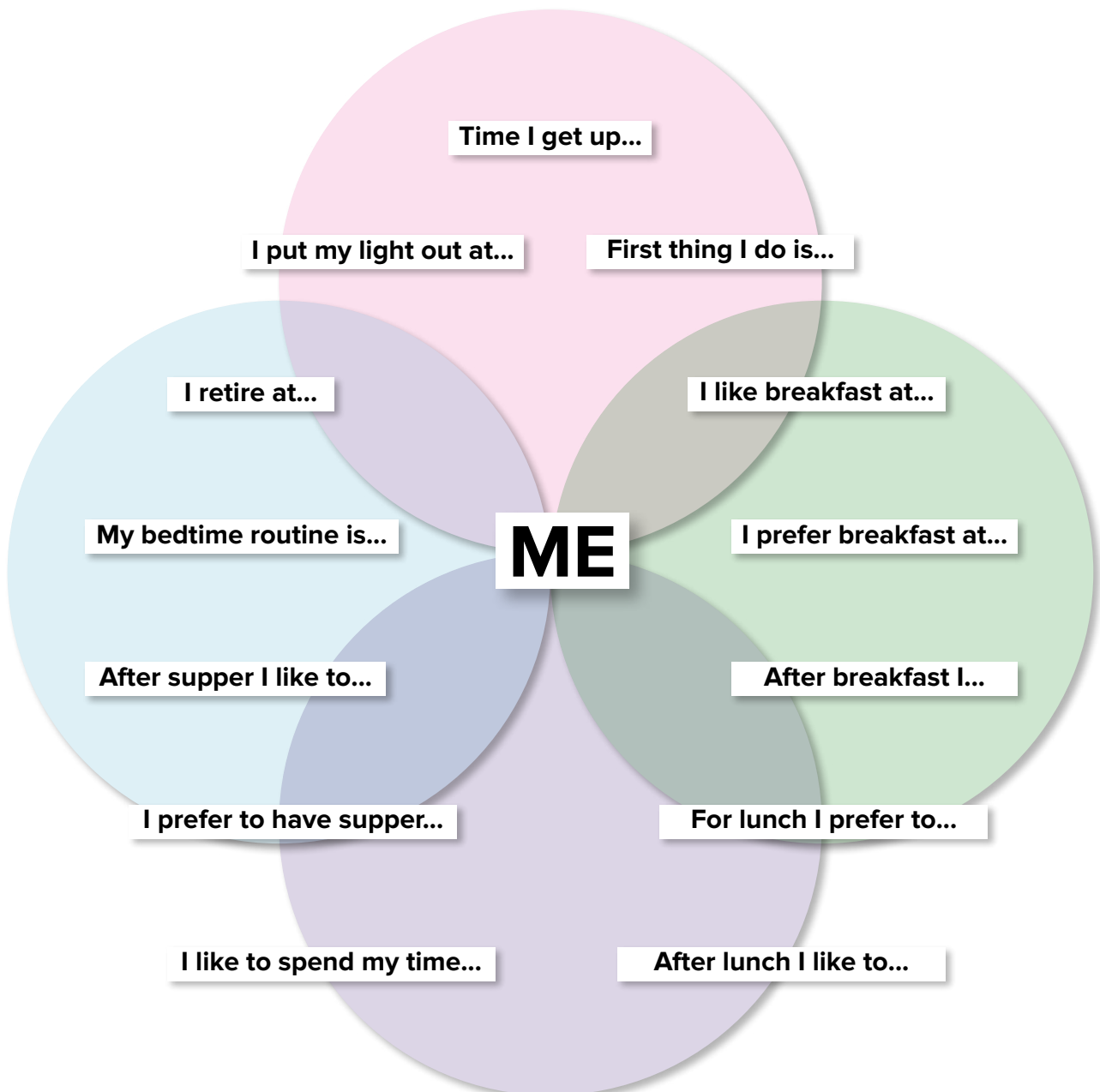
We want to get to a place where providers of care are offering courses and classes as learning opportunities rather than the traditional take on 'Activities' to occupy a space.

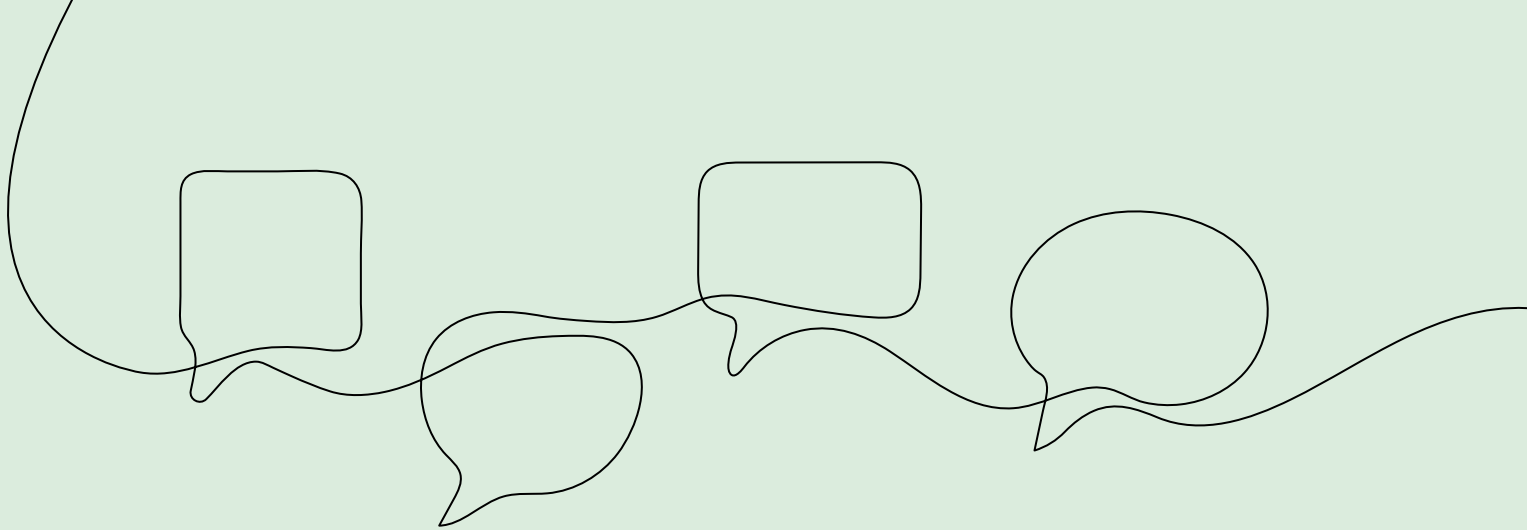
Engagement events should encourage an opportunity to grow, develop and learn in line with the 5 Way. Existing activities can easily be amended to become a learning opportunity as demonstrated opposite:

Existing Lifestyle choice	What is good about it? (This is what you are starting with)	What would make it a better learning opportunity?	What difference does it make?
Quizzes	People interact and enjoy the session.	People experiencing care develop the questions and become the quiz master.	Sharing knowledge and interests with other people.
Discussions groups	Topic is selected and discussed.	People choose the topic and lead / share knowledge.	People taking from a place of knowledge and sharing their ideas and experiences.
Reading group	Listening to stories and poetry being read to them.	Reading the poetry and stories out loud themselves to other people.	Using the ability and skill of reading to other people and becoming a storyteller.
Writing group	Collectively writing a poem.	Individually writing a short story or poetry and sharing it with other people.	Self-expression and sharing ideas and personhood.
Art class	Taking part in an arts based opportunity which is enjoyable.	Learning new methods through others teaching or through media.	Everyone coming together to learn something new and develop another skill.
Physical activity	Taking part and copying the moves.	Someone explaining why these movements are important and how to do them properly. Moving in a way the individual enjoys – movement sticks.	Understanding why physical activity is essential to mental and physical wellbeing.
Cooking and baking	Mixing and stirring bowls and pots.	Sharing recipes and trying them out. Giving advice and support to others.	Trying a different recipe and sharing knowledge. Trying new items for the dining room menu.
Travel club	Hearing about different places in the world.	Having people who have been to a specific country share their knowledge, trying the food, discovering the local crafts and traditions and looking at their flags to insert into the passport. Staff from other countries will support the language, culture and traditions.	Bringing a piece of themselves to the discussions rather than just passively listening. Bringing along photos, keepsakes and souvenirs from trips away from home. Staff supporting people in a different and informal way.

Get to Know your people's routines

Everyone, no matter where they live, have their own routines and ways of doing things. This is the same for everyone no matter what age you are. Think of the first three things you do every day when you get out of bed. They will generally be the same things... every day. This doesn't change as you age. So a good way to start assessing when someone has natural gaps in their daily routine is by mapping it out. The diagram below will help you map out they key points in a persons day, this will help you understand what a personalised engagement plan will look like. In care establishments its easy to create a plan for the whole establishment but we also need to think about what individuals already have in their routines.





Establishing What Matters and how to support people to achieve it

We can very quickly establish a lot of information about a person by asking this four questions,

- 1. What matters to you and what makes you happy?**
- 2. What do you enjoy and love to do?**
- 3. What would are you curious about and would like to know more about?**
- 4. What could you teach other people and what are your experiences?**

When we follow this up with another question we can ascertain how we can support the person to achieve these goals. When planning engagement activities we are not often asking what people are already experts in, this can help us plan a whole range of engagement activities with interesting and dynamic topic.

By changing the old focus from Activities to entertain to a lens of where can people share their knowledge, learning and experience we move into a 'everybody share, everybody learn' space. This make is much more interesting for everyone, including the person who's responsibility it is for developing an Engagement plan.

Getting Staff Involved

One of the real challenges in planning engagement events is around getting enough support from the wider team. One easy way is to find out what Staff and volunteers are interested in. Give out a simple questionnaire to staff asking what their hobbies and activities are out with work, people are much more likely to support with an engagement if they are interested in it in the first place, they may even want to lead the session. This can make arranging things much easier, and people will hopefully be more willing to become involved.

Here are some of prompt questions to help target the kind of activities they will be enthusiastic about engagement.

1. **I usually spend free time doing**
2. **Some leisure activities that I enjoyed in the past are**
3. **Leisure activities that I enjoy are**
4. **What new activities (arts, crafts, hobbies, sports, studies, travel or volunteer work) would you like to try**
5. **What could you support people experiencing care to do to support their interest and hobbies**

Sample time table could look like:

Names	Gardening	Swimming	Travel	Dancing	Music	Pets/Animals	Sport	Reading	Cards	Walking	Shopping	Painting
Gail A												
Susan												
Julie												
Mitko												
Shannon												
Laura												
Jodie												
Sarah K												
Sarah R												
Gayle R												
Anita												
Jack												
Stacie												

Engagement Themes

On the following pages are a list of engagements which are categorised under key themes.

1. **Physical**

Physical movement, walking, chair-based exercise, strength exercises, promotion of movements, circulation and range.

2. **Intellectual/ Cognitive**

Mentally active, challenged mentally.

3. **Creative**

To create, to express and to enable freedom of self.

4. **Social**

Relationship building, social networks, make and retain friendships and links with community.

5. **Sensory**

To maintain sensory awareness, to experience different senses, to express self.

6. **Self esteem**

To build confidence, to promote sense of self, to care for as well as be cared for, to have a sense of purpose, to have an aim/ aspiration or goal.

7. **Spiritual**

What lifts your sprits? Religious and spiritual needs.

8. **Cultural**

To be able to express self as wished, to take part in personal interests and maintain links with community, culture and custom, to be respected.

9. **Emotional**

To communicate, to be able to express one self, to feel safe and secure, to care for as well as being cared for, to live life according to wishes, to have links to important people, groups or communities.

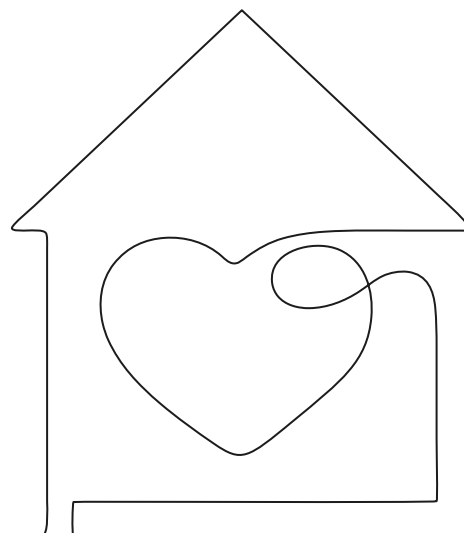
10. **Educational**

To have an aim and aspiration, to achieve, to learn, to develop, to feel fulfilled, to have a sense of value.

1. Physical Engagement

Physical engagement refers to all movement such as, walking, chair based exercise, strength exercises, promotion of movements, circulation and range.

- Setting/ clearing the tables
- Making beds
- Sweeping
- Dusting
- Walking – inside and outside
- Seated marching
- Using exercise bands
- Qi Gong (Tai Chi)
- Seated exercise programmes
- Rotation of joints
- Using tennis balls for massage
- Using beach balls
- Picking up marbles with toes
- Sitting and standing
- Heel raises
- Heel taps
- Toe taps
- Marching arms
- Shoulder circles
- Ball games – throwing, catching, passing, around body
- Balloon games – tennis, throwing, passing, squeezing between hands/ thighs
- Carpet bowls
- Skittles
- Bean bag target throwing
- Movement to music
- Swimming
- Trip to leisure centre
- Cleaning brasses
- All the fun of the fair – coconut shy, hook a duck, hoop and bean bag throwing
- Throwing bouncy ball against a wall and catching – clap hands, bounce once on the floor, one handed.
- Hat games- section of different hats to try on and pass around. Involve resident's relatives to find interesting hats.



Ball games using A, B, C – throw the balls and say something beginning with the next letter choose a topic from:

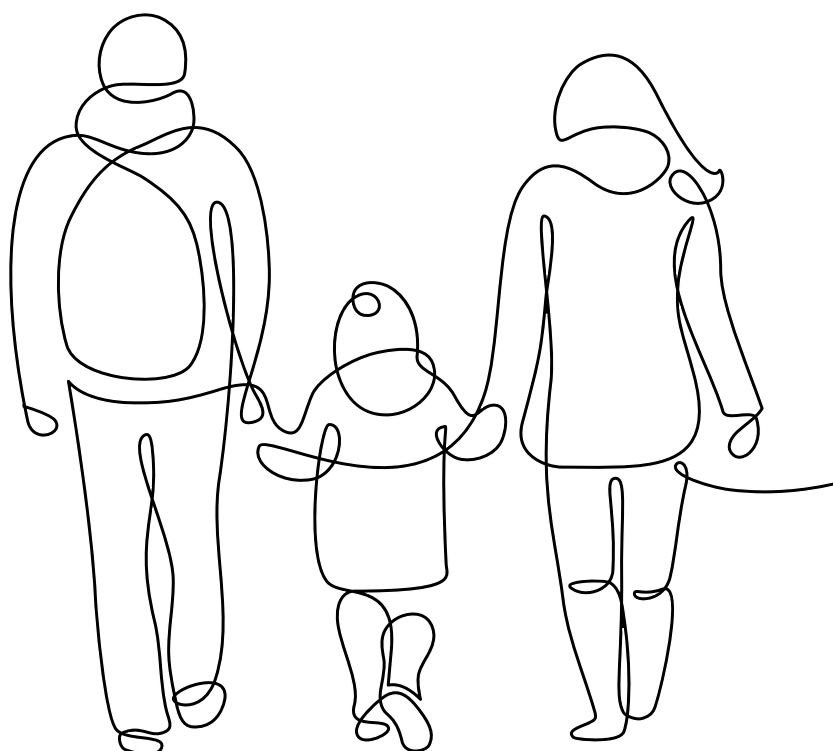
- Place Name
(Ayr, Bristol, Cardiff etc;)
- Food
(Apple, Banana, Cauliflower)
- Girls Names
(Anna, Barbara, Caroline)
- Boys Names (Allan, Billy, Colin)
- Cars
(Aston Martin, Buick, Cavalier)
- Clothing
(Anorak, Bandana, Coat)
- Drink
(Advocaat, Brandy, Coffee)
- Bird (Avocet, Budgie, Canary)
- Dog (Airedale, Basset, Corgi)
- Occupation
(Ambulance Driver, Bus Driver, Caretaker)
- TV programme
- Rivers
- Musical Instrument
- Fish
- Songs (There are of course many headings you can use)

Music and Movement to a story

– example given was the story of going on a boat. Participants were encouraged to do the following actions to go along with the story – rowing action, climbing.

One of the barriers to physical movement and activity can be staff, families and even the person themselves being risk adverse.

The Care Inspectorate, Care about Physical Activity Programme addressed this challenge through a leaflet [why-moving-more-is-important-for-your-older-relative.pdf](https://www.careinspectorate.com/why-moving-more-is-important-for-your-older-relative.pdf) ([careinspectorate.com](https://www.careinspectorate.com)) this leaflet will support you to have a good conversation as to the benefits of promoting more movement.



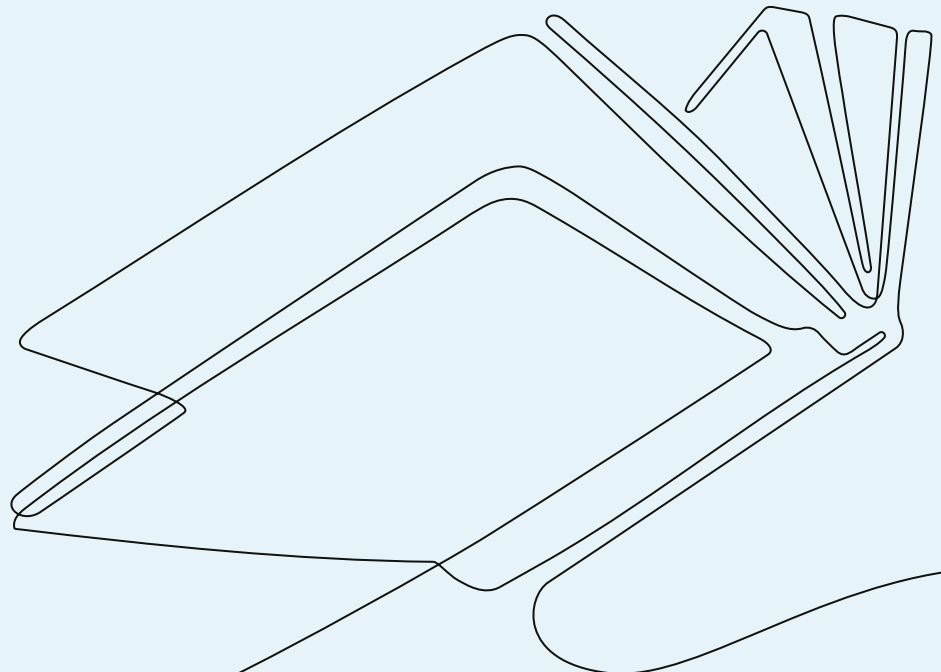
2. Cognitive / Intellectual Engagement

- Discussions – articles in newspapers, magazines, specific topics
- One to one chat – reminiscence, life history work, identifying aims and aspirations, wish lists
- Debates – read through the newspaper headlines and choose a topic which will raise discussion. Done prior to lunch will aid discussion through lunch time.
- Agony aunts – giving advice to problems, magazines can be used as source of the problems
- Quizzes
- Cross words
- Word games
- New papers
- Reading
- Trips to library
- TV or Radio programmes
- Memory games – tray with objects
- Writing personal / care plans
- Reviewing personal/ care plans
- Taking part in meetings
- Giving feedback on events, catering, service issues
- Suggestions for future events
- Suggestions for alternative menu choices
- Taking part in taster sessions with the cooks to aid menu planning
- Giving ideas on living environment for re-decoration
- Participating in the Care inspection process
- Taking part in the recruitment process of staff
- Board games
- Jigsaws – have a jigsaw out for all to contribute to
- Talks by visiting people – Ranger services, SWRI, YFC
- Dominoes – tri-ominoes
- Card games – ask older people to teach games
- Magazine articles – read aloud and discuss
- Darts
- Life story books
- Reminiscence – select an unusual item and discuss the use of the object(s)
- Lock challenges – make your own using a thick wooden chopping board and attaching hooks, latches, knobs, keys etc

Think of examples of famous couples:

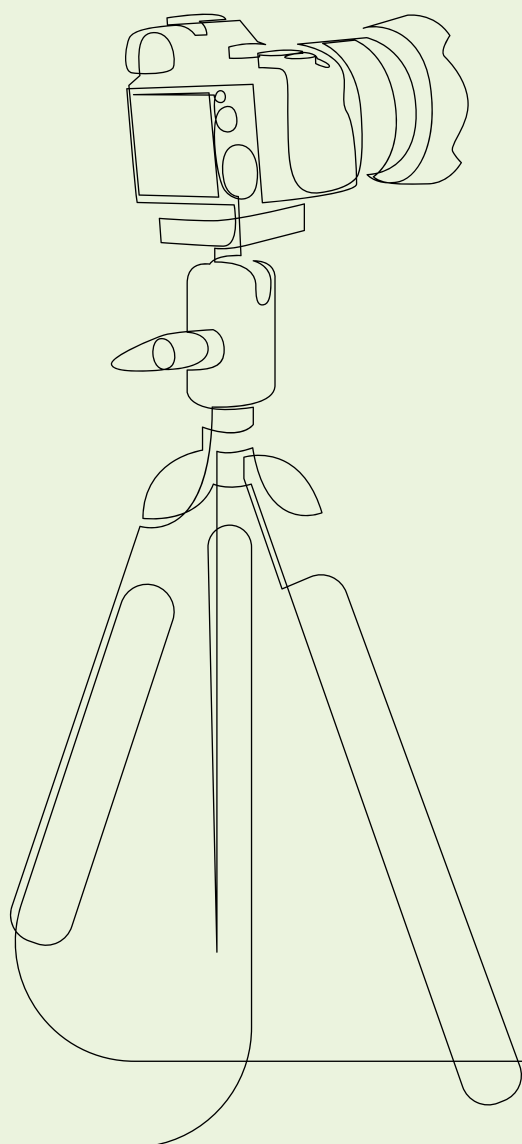
- Steptoe and (Son)
- Laurel and (Hardy)
- Little and (Large)
- Bill and (Bill)
- Morecombe and (Wise)
- Jack and (Jill)
- Noddy and (Big Ears)
- Fred Astaire and (Ginger Rodgers)
- David and (Goliath)
- Romeo and (Juliet)
- Robin and (Maid Marion)
- Abbott and (Costello)
- Pinky and (Perky)
- Starsky and (Hutch)
- Tom and (Jerry)
- Popeye and (olive)
- Samson and (Delilah)
- Adam and (Eve)
- Bonnie and (Clyde)
- Batman and (Robin)
- Peter Pan and (Wendy)
- Beauty and (The Beast)
- Dr Jekyll and (Mr Hyde)
- Punch and (Judy)
- Posh and (Becks)

This list can be added to.



Think of examples of film titles, match up the other halves, marked in *italic*.

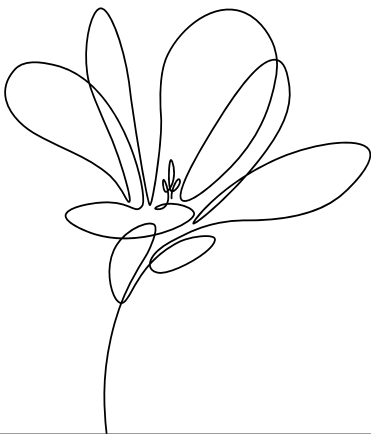
- The Longest..... (*Day*)
- The Sound Of..... (*Music*)
- Gone With The..... (*Wind*)
- One Flew Over the..... (*Cuckoo's Nest*)
- The Good The Bad..... (*and The Ugly*)
- Fiddler on..... (*The Roof*)
- Dr..... (*Zhivago*)
- Mary..... (*Poppins*)
- Ben..... (*Hur*)
- The Magnificent..... (*Seven*)
- Blazing..... (*Saddles*)
- Cat on a..... (*Hot Tin Roof*)
- Love..... (*Story*)
- Play it Again..... (*Sam*)
- Reach For..... (*The Sky*)
- The Towering..... (*Inferno*)
- The Poseidon..... (*Adventure*)
- The Thirty-nine..... (*Steps*)
- Lord of..... (*The Rings*)
- My Fair..... (*Lady*)
- The Ten..... (*Commandments*)
- From Russia..... (*With Love*)
- The Spy Who..... (*Loved Me*)
- Murder On The..... (*Orient Express*)
- Bridge Over The..... (*River Kwai*)
- E.T..... (*Extra Terrestrial*)
- Some Like..... (*It Hot*)
- Goodbye..... (*Mr Chips*)
- Catch..... (*22*)
- Diamonds Are..... (*Forever*)



What would you do if??

Ask the questions and see what each person would do.

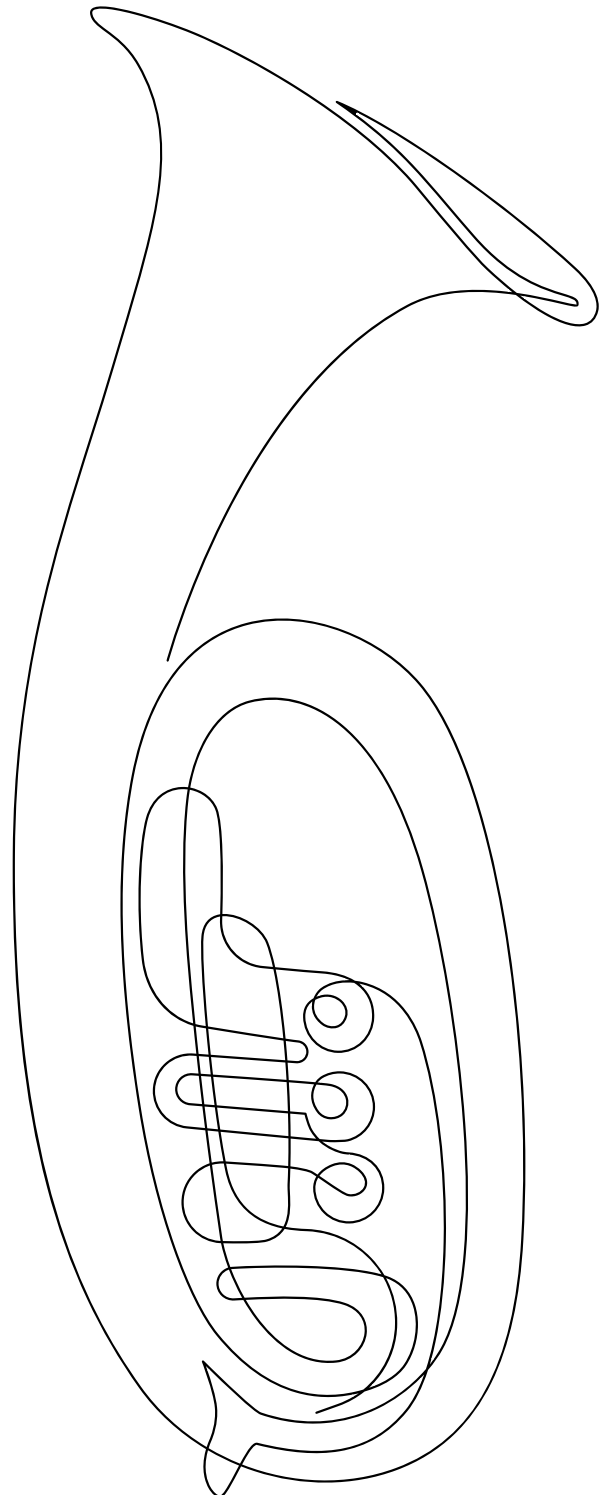
- Caught a cold
- Had stomach-ache
- Broke a leg
- Discovered a burst pipe
- Developed toothache
- Lost your purse
- Had a sick dog
- Had a blocked sink
- Lost your passport on holiday
- Saw a house being broken into
- Locked yourself out of your house
- Lost your way
- Found the chip pan on fire
- Suffered a bad cut
- Had a flat tyre
- Broke your glasses
- Missed the last train home
- Ran out of petrol on the motorway
- Fused the electricity
- Burnt yourself
- Smelled gas
- Saw someone lying hurt in the street
- Had hiccups
- Lost your cheque book abroad
- Took the wrong or too many tablets
- Saw someone choking
- jammed a finger in a car door
- Got stuck in a lift
- Found a lost child
- Bought faulty equipment or goods



Who lives in a house like this??

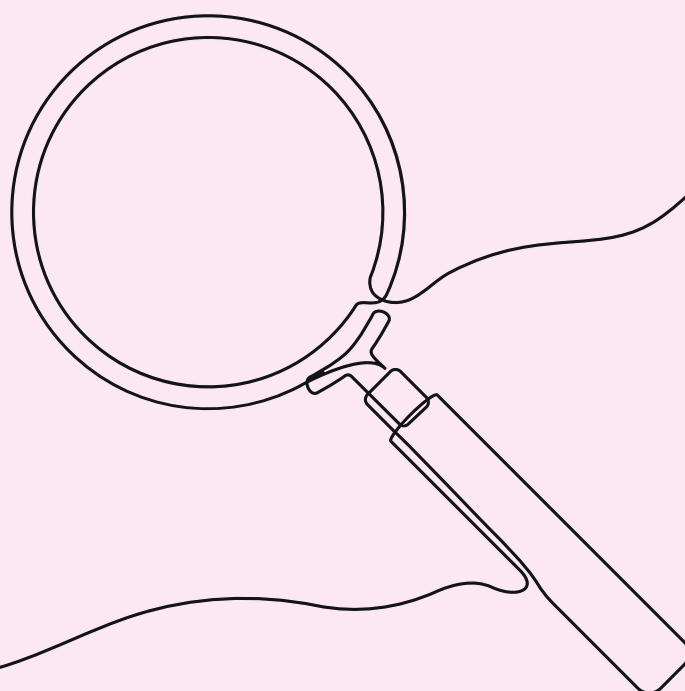
Ask either a) Where does alive?
or b) Who lives in a.....?

- King (*castle*)
- Gypsy (*caravan*)
- Monk (*monastery*)
- Bee (*hive*)
- Vicar (*vicarage*)
- Goldfish (*bowl/pond*)
- Nun (*convent*)
- Criminal (*prison*)
- Beaver (*dam*)
- Spider (*web*)
- Pig (*sty*)
- Horse (*stable*)
- Chicken (*coop*)
- Soldier (*barracks*)
- Wolf (*lair*)
- Sheep (*fold*)
- Rabbit (*hutch/burrow*)
- Cowboy (*ranch*)
- Badger (*set*)
- Bear (*cave*)
- Squirrel (*dray*)
- Frog (*pond*)
- Missionary (*mission*)
- Fox (*den*)
- Eskimo (*igloo*)
- Red Indian (*wigwam*)
- Bat (*belfry*)
- Dog (*kennel*)
- Bird (*nest*)



Who is the other half??
Examples of male/female combinations

1. Husband (*Wife*)
2. Man (*Woman*)
3. Boy (*Girl*)
4. Nephew (*Niece*)
5. Widower (*Widow*)
6. Uncle (*Aunt*)
7. Bachelor (*Spinster*)
8. Him (*Her*)
9. Duke (*Duchess*)
10. King (*Queen*)
11. Dog (*Bitch*)
12. Bull (*Cow*)
13. Lion (*Lioness*)
14. Cockerel (*Hen*)
15. Heir (*Heiress*)
16. Fox (*Vixen*)
17. Stallion (*Mare*)
18. Actor (*Actress*)
19. Ram (*Ewe*)
20. Hero (*Heroine*)
21. Goose (*Gander*)
22. Stag (*Doe*)
23. Tiger (*Tigress*)
24. Prince (*Princess*)
25. Billy goat (*Nanny-goat*)
26. Sir (*Madam*)
27. Bridegroom (*Bride*)
28. Peacock (*Peahen*)
29. Barman (*Barmaid*)



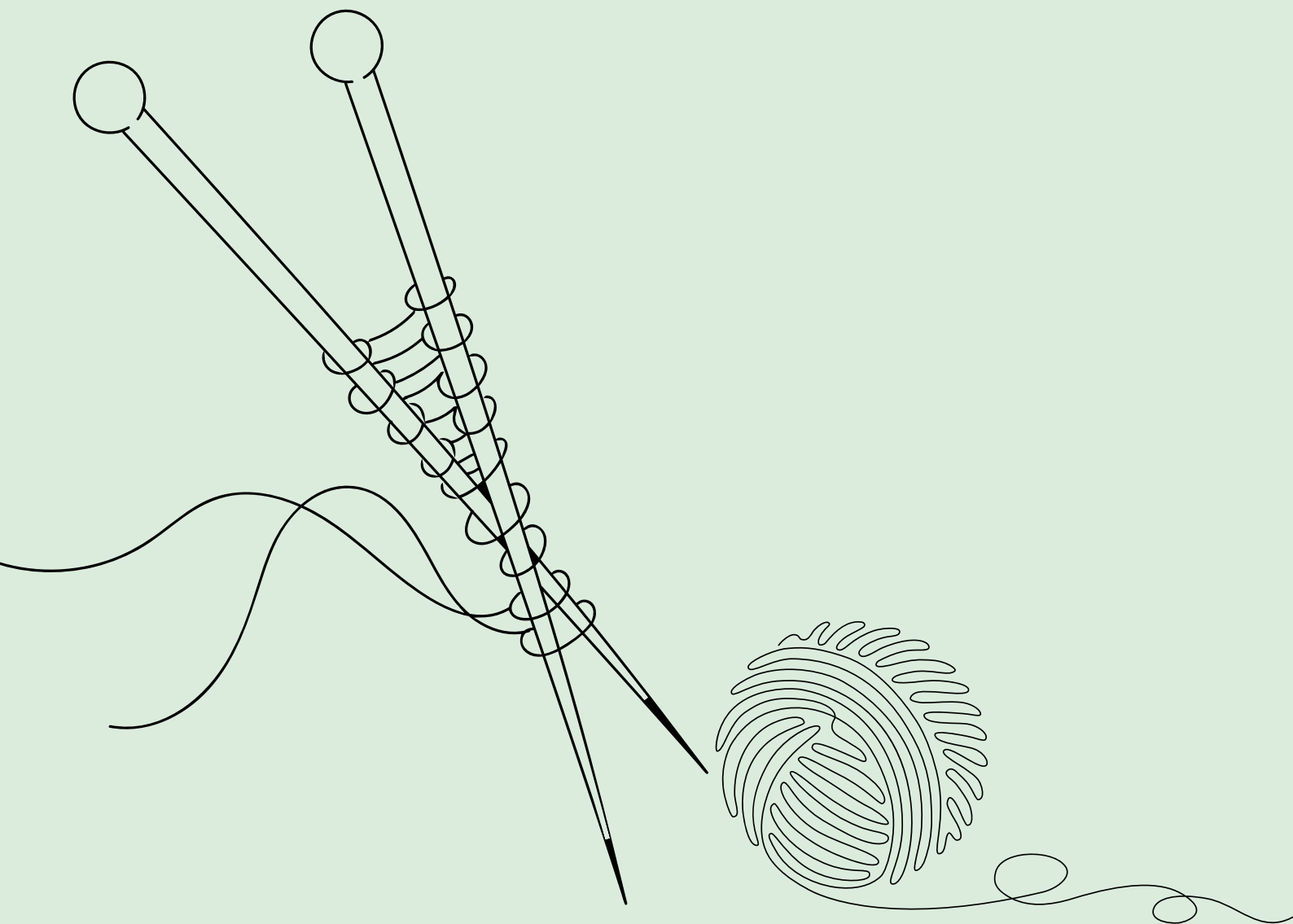
3. Creative Engagement

Ask either a) Where does alive? or b) Who lives in a.....?

- Art projects.
 - Wool Crafts – knitting, sewing, crochet.
 - Scrap booking – use this to assist residents to set out wishes or likes and dislikes.
 - Cooking.
 - Baking.
 - Chopping vegetables for soup of the day.
 - Discussions on interests and pastimes to develop personal plan.
 - Collect a selection of shells and decorate an old picture frame.
 - Make a shell and/ or driftwood mobile – drilling required to make a hole through the wood.
 - Sock monkeys – make socks into animals.
 - Balloon powered cars – insert a balloon into a straw and tape it the end of the straw. Make sure the straw isn't flattened and closed. Get a 10cm x15cm piece of cardboard and tape the straw and balloon to the middle of the cardboard. Make sure the end of the balloon is hanging off the end. Tape two more straws on the other side of the cardboard in the other direction to make the axles.
- Stick a wooden kebab skewer through each of the two straws. Get a hammer and make a hole in the bottle tops. Attach the skewers to the bottle tops – make sure they spin. Blow up the balloon using the straw. Pinch the end of the balloon to stop the air escaping. Place on floor and watch the car speed off – why not have a race.
- Nature museum – go out for a walk and see how many different natural things you can find. Display on a table for all to enjoy. Shells, Leaves, fir cones, tree bark, snail shells, bird's nests, moss and lichen, pebbles, driftwood, feathers.
 - Bird cakes – make a hole in a yoghurt pot and tread some string through, tie the string onto a twig (for the bird to sit on) cut up some lard and add some bird seeds, apples and sultanas. Mix into a thick mixture. Add to the yoghurt pot and refrigerate for an hour or until set. Once set cut off the yoghurt pot using scissors.

- Art sessions – invite local artist to come to teach a session (watercolour, oils, pottery etc) display the finished products in an art exhibition. Invite family members to view work. Have copies of artwork made into cards which can be sold for funds.
- Nan bread pizzas – preheat an oven to 200/gas 6. Place a Nan bread on a baking tray. Spread with passata and add topping of choice – sweetcorn, mushrooms, peppers, ham, chicken and cheese. Drizzle with olive oil and bake for 10-15 minutes.
- Freezer Jam – get a packet of frozen summer fruits. Defrost fruits and add to a mixing bowl. Mash using potato masher, fold in 1kg of jam sugar and 2 tbsp lemon juice. Stir until well combined. Pour into sterilized jars.
- Baking bread – get a packet of bread mix and follow instructions using a bread maker.
- Fill a sterilized jam jar with double cream and shake until you form butter. Ask the residents to take turns as it is really quite hard work. Discuss the process and their experience of it.
- Draw something – make up a list of items and put them into categories – Shapes; Simple Objects, Nature; Animals; Sports; Fun. Have fun trying to draw that object.
- Ask a local artist or secondary art department to draw a scene which can be placed on the walls for the residents to colour in. Nature, town scene, farming, seascape. Let your residents suggest a theme.
- Colouring in for adults with a selection of quality colouring pencils – can be sourced from internet.
- Growing herbs.
- Flower arranging.
- Drawing plants and flowers outside.
- Writing and reading poems.
- Selection of fabric cut into strips, residents choose the fabric they are most attracted to and discuss why they have selected it (story telling) the fabric and then be weaved into a cushion/ canvas or over a plastic hoop to create a unique piece of art which reflects the lives and stories of all residents in the home. A second layer can be added by adding buttons to the fabric this would also use the story telling approach.

- Candle Making using sheets of beeswax and wicks. These can be purchased from the internet and made into a variety of shapes and also decorated.
- Air dry clay obtained from Baker Ross.
- Activity tabards purchased from Activities to Share website or make your own.
- Activity cushions – similar to above.
- Locks and boxes (activities to share website) or make your own using a thick butchers block with a variety of knobs, locks and latches.
- Knitting blankets – knit strips as much easier to sew together.
- Knitting a handbag.
- Knitting dolls.
- Baking – scones and cakes (with a little assistance from the kitchen staff).
- No bake baking.



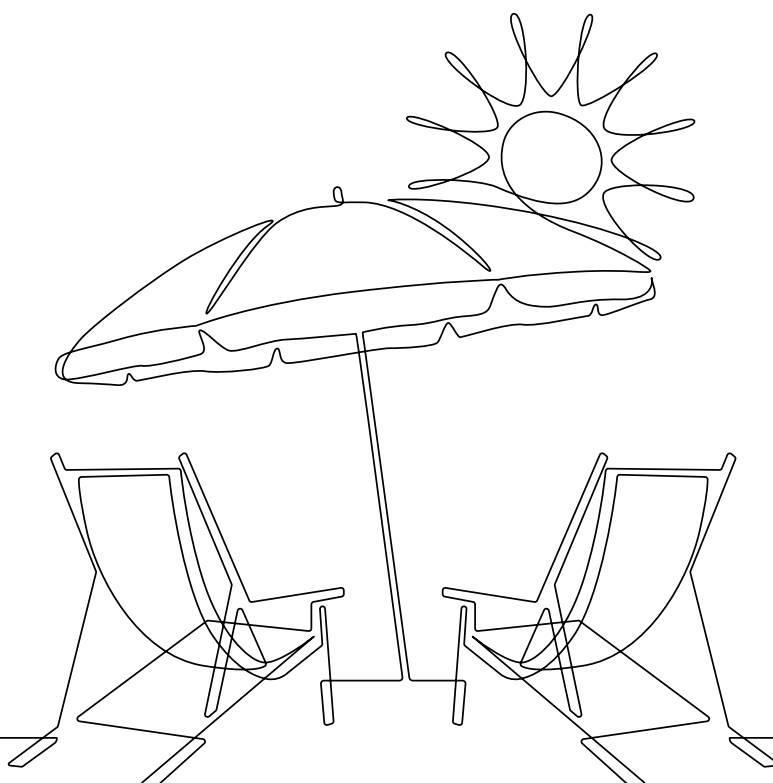
4. Social Engagement

- Tea parties – invite resident’s families for high tea on a Sunday (just like tea at Mam’s on a Sunday).
- Coffee mornings.
- Tea dances.
- Puppet therapy – this can be a one-to-one activity also.
- Laughter.
- Wear a hat – conversation, reminiscence and story telling.
- Empathy dolls.
- Conversation pieces on dining tables – not recommended for people with dementia as it can be distracting.
- Get Fruity – buy in a selection of fruits and chop up into small bite size pieces.
- Counting games – 1-2-3 replace numbers with actions, instead of saying 1 clap your hands, 2 stamp your feet, 3 nod your head.
- Sing-along.
- Balloon car races.
- Sports day – hold a sports event, ask the residents what games they would like to play, arrange teams or individual events, medals and certificates.
- A day at the races – Ascot race day/ the Derby. Wear something special for the occasion and a new hat. Place bets on the horses – usually printed in the newspapers.
- Accordion and fiddle clubs meet every month in a variety of locations.
- By gone days – Staff dress up, decorations and food of that era (WW2).
- Local dance schools invited to come in and entertain.
- Church choirs to sing.
- Brownies or other local community groups to entertain.
- School classes – inter generational working.
- Hat box – selection of hats, ask the residents to think of a song to go with the hat. Try to find the song and play it next time around.

Cruise week

Home is decorated in the theme of a cruise ship with Deck numbers and cabin numbers displayed, kitchen is renamed the Galley and dining room is transformed into a ball room. Each day the “ship” docks at a different destination. Each day the home is decorated to reflect the main themes from that country and the menu also reflects the county.

Suggestions included - Scotland with highland dancing and traditional Scottish sports, Spain with ‘belly dancers’, Italy, France, China and America. Two homes in the group held a cruise the other home docked in Florida where the resident’s played volleyball and dined on Beefburgers, onion rings and salsa with Key lime pie to finish then were off to Mexico there they had musical entertainment, Chilli, Brownies and Burritos, Australia saw the residents playing football hold a BBQ with all the traditional trimmings and a braised steak roll for supper. The final destination was China where they played ping pong and ate spring rolls and stir fries.



5. Sensory Engagement

- Feely bags.
- Feely tubs – use sweets or fruit.
- Bubble wrap – put on walls, place on floor or simply burst in hands.
- Sandpaper.
- Furry fabric – place on lap.
- Fabric swatches.
- Scarves of different textures for throwing catching, draping, round back , lift foot etc.
- Bubbles – add essential oils to them.
- Everlasting bubbles – plastic coated bubbles.
- Pamper days – manicures, facials, foot care and hair care (don't exclude the men).
- Rummage boxes.
- Aroma boxes – can be purchased or make up your own.
- Bringing the outside inside – leaves, snow, cut grass.
- Fill a paddling pool with sand or water and get your residents feet in it.
- Shells and pebbles – touch, feel and discuss.
- Grow something – flowers, vegetables, fruit.
- Stocking cress heads – sprinkle the toe of some pop socks with a good handful of cress seeds. Next add some soil, tie securely take a pinch to form a nose and tie with cotton. Add goggly eyes. Place in a yoghurt pot to stop falling over – decorate with a shirt and tie.
- Activity aprons - keep restless hands and fingers occupied with familiar actions such as zipping a colourful zipper, opening a Velcro flap to look at a photograph, buttoning colourful buttons, plating a shoelace, running the bright beads along their runners, stroking the silk and velvet ribbons or feeling the fabric swatches. These can be bought or made for the individual to accommodate their interests.
- Activity cushion – make it personal and add materials they will identify with – boiler suits, hessian sack, bailer twine, tartan material. Metal zips, soft toys, trouser pocket, belt, buckles, laces, ribbons.
- Variety of balls – flashing ones, textured ones, glitter balls, tennis balls, colourful balls,

- Taste, touch and smell games –
Taste – pickled onions, salt, sugar, jam, cream, marmalade, honey, chocolate, hundreds and thousands, peanut butter.
- Touch – cut grapes, cup, spoon, comb, polystyrene.
- Smell – soap, lavender, flowers, coffee, oranges, herbs, polish, brasso, oxo.
- Yoghurt pots with gauze over the top to disguise strong smelling items – guess the smell.
- Growing and smelling/ tasting herbs.
- Playing musical instruments along to music.

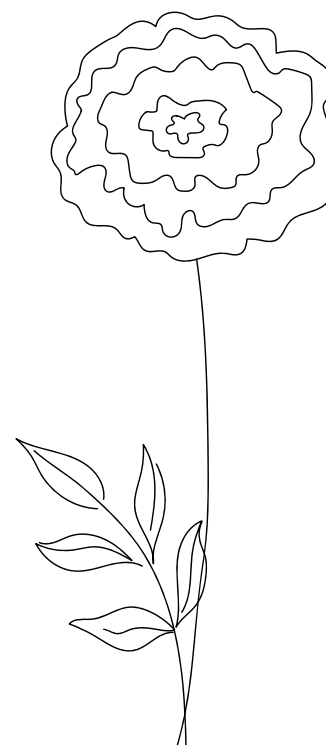


6. Self Esteem Engagement

- Beauty/pamper sessions – ask local college students for assistance.
- Trip to the barbers.
- Trip to the hairdresser.
- Manicures and hand care.
- Assistance to apply make-up and perfume.
- Trip to the beauticians.
- Story telling.
- Jewellery display / discussion – a variety of jewellery was arranged onto a table and a group of residents.

7. Spiritual Engagement

- Collage of things that lift my spirits.
- Discussions about things that make you happy.
- Attending Church services – in house or external churches.
- Having church services recorded and brought into the home.
- Having communion.
- Listening to favourite music (doesn't have to be a hymn).
- Getting outside.
- Listening to children laughing.
- Being with family members.
- Enjoying good food.
- Having a laugh with friends.
- Reminiscence.
- Looking at photographs.



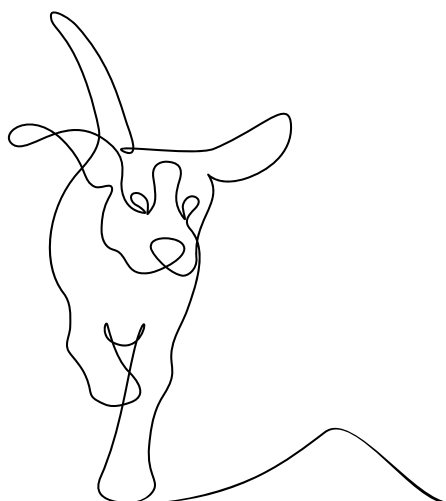
8. Cultural Engagement

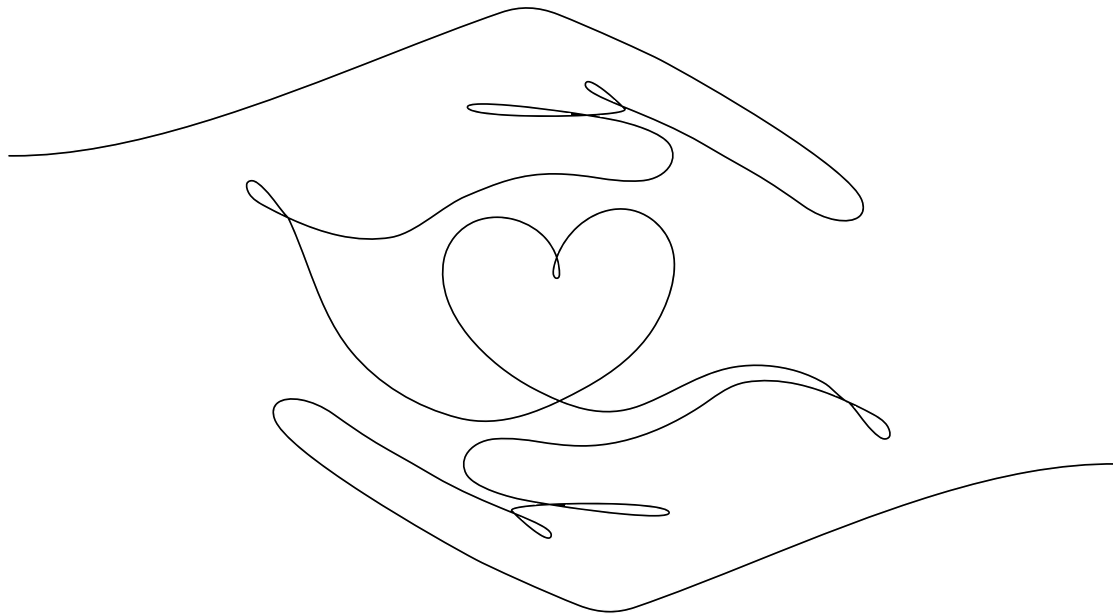
- Attending services in local community.
- Adhering to specific cultural diet.
- Family and friends visiting.
- Being with other members of my culture.
- Virtual tour of the area using Google Earth – either the local area or taking them to a familiar place from the past.
- Photos of local area made up into an album. The staff had been out and about with a camera taking lots of photos of familiarly places.
- Reminiscence boxes from the library – Sandra at Aberdeenshire Heritage, Mintlaw – 01771 622807.



9. Emotional Engagement

- Painting and drawing.
- Listening to music.
- Watching a movie which means something to me.
- Going to the library and choosing books, CD's and DVD's which mean something to them.
- Looking at family photos.
- Reminiscence boxes.
- Discussions on interesting topics.
- Attending Church services.
- Reminiscence kits – seaside kit (bucket and spade, pebbles, knotted hanky, shells, sand, ice cream, seagulls, CD of seaside noises, Sun hats, Beach balls, stripy bag).
- Reminiscence kit – washing days (washing board, dolly pegs, scrubbing brush, tongs, wicker baskets, apron, striped T towels, wash day songs, photo of a twin tub, life boy or fairy soap).
- Empathy dolls.
- Items in a basket – find as many different items as possible (baby rattle, knitting pattern, ash tray, teacup, ornament, metal zip, plastic flower etc) pass the items around in a box or basket and ask participants to select an item and discuss why they choose it.
- Baby boxes – selection of baby items used for discussion.
- Memory box – there are memory boxes available from age Scotland and other organisations such as Alzheimer's Scotland.





Memory Boxes

What are they?

A memory box is something that can help to connect us to the significant people, places or events (e.g. celebrations, holidays, personal achievements) in our lives, past and present. They help to keep our precious memories safe.

Many of us can virtually access memories through social media, or the pictures and film-clips we keep on phones, electronic devices or in 'cloud storage'.

However some people don't have access to those, and for others, there can be a preference for a physical object, rather than a password protected electronic device.

Why make one?

There are many reasons why we might want a memory box.

- We can preserve our own memories, and those of family and friends.
- We could show and discuss them with the children or young people in our lives.
- Memory boxes could also be used for anyone who lives with dementia to help stimulate their memory.
- Memory boxes can be used to help we, and others, to deal with the grief of losing a loved one.

What could go into a memory box?

Anything that helps to activate or trigger our memory.

Some examples would be things like:

- Photographs, postcards, a travel ticket, letters, a perfume or aftershave that could trigger memories in years to come.
- It could be a favoured book, poem or picture. It could be a certificates of achievement.
- How about a piece of clothing, a childhood toy, or an item of jewellery.
- A short note could be added to each item to help provide some context in the years ahead.
- A USB memory stick could act as a place to store favoured music, pictures or film clips.

Where to get a memory box?

With some basic crafting skills and the right materials (thick, good quality card and some PVA glue) we can of course make our own one. Or it could be a joint venture with you, your family, friends or those that care for you.

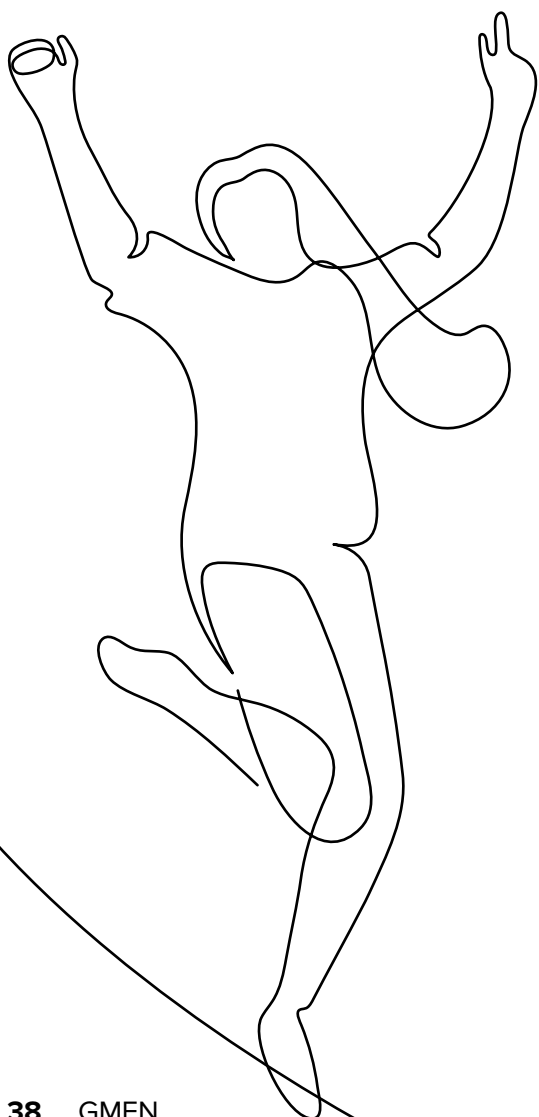
There are the high street stores that sell art or craft materials – they often have ‘off the shelf’ boxes made of wood or card that we can buy.

Inevitably, there are many online retailers who sell ‘memory boxes’ in a whole ranges of sizes, materials and finishes.

Some people choose to use things like shoe boxes, cake tins or biscuit boxes even. The important part is the content.

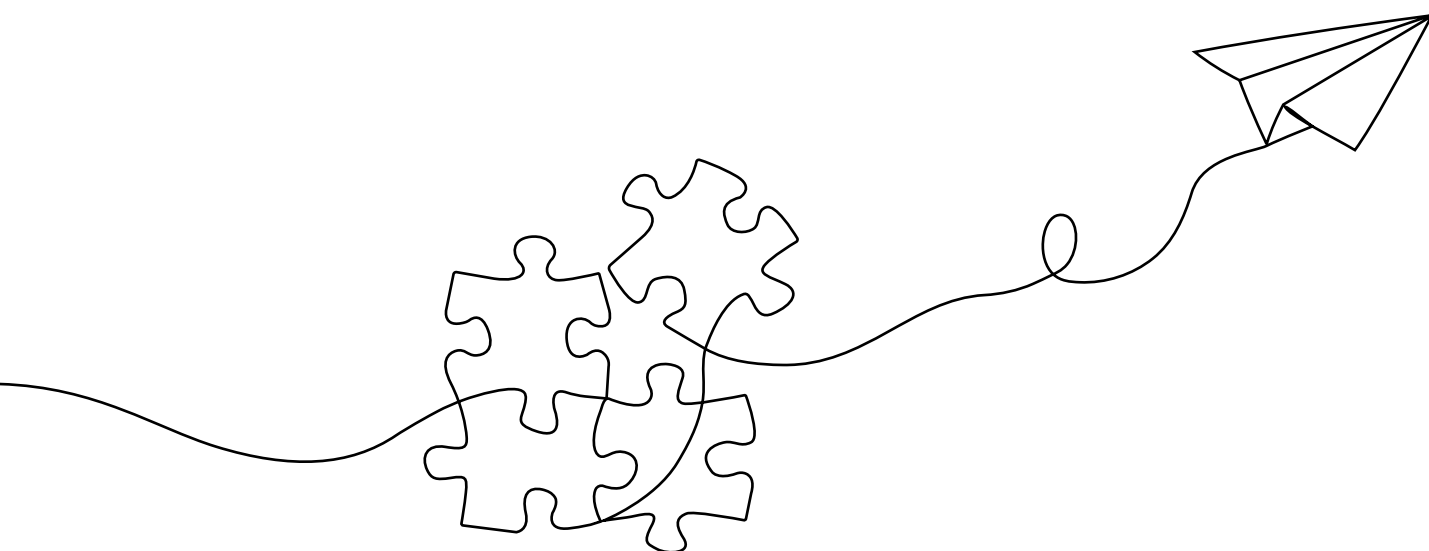
10. Educational Engagement

- Reading.
- Cross words.
- Number puzzles.
- Attending college classes.
- Distance learning courses.
- Interesting discussions.
- Philosophy Café.
- Learning a new craft, skill.
- Reading poetry.
- Interacting with school children.
- Think of all the famous sayings you and the service users can think of. Jot them down (could be done on a flip chart for a larger discussion) and then have them typed up onto cards. Cut the cards in half and jumble them up. Try to find the other half of the saying – never judge a book by its cover, Red sky at night is a shepherd’s delight, Every cloud has a silver lining, once bitten twice as shy, as tough as old boots, as old as the hills, as deep as the ocean. Think of local says as well.
- Daily saying – display a saying on the wall for a daily discussion.



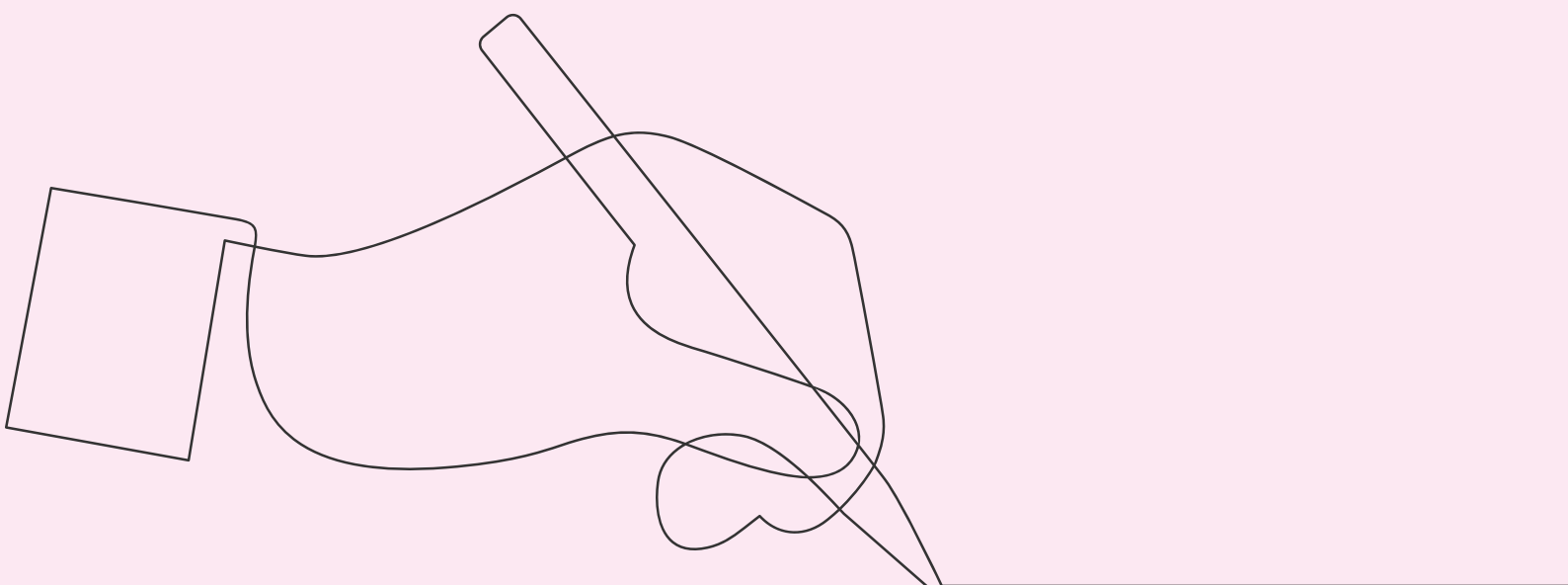
Topics for discussion:

- Events in the news /
Make up a news item.
- Do we need the monarchy?
- What would you do if you won The Lottery?
- Where would you like to go in the world and why?
- Weddings / Fashions, past and present.
- Choose a famous person you would like to be.
- Describe your dream house.
- What do you wish wasn't invented?
- What would you like to have invented?
- What do you consider a waste of money?
- Bring in photographs/ books or postcards to discuss.
- Local history and landmarks.
- Favourite Films.
- Food prices then and now.
- Who would you invite to dinner and why?
- Christmas years ago, and now.
- What advice would you give to a young person?
- Unemployment / Vandalism.
- War past and present.
- Do you think life has improved or not since you were a child?
- Do you have a particular event in your life so far that sticks out from all others good or bad?

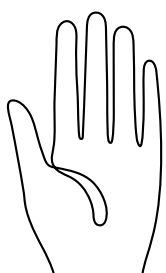
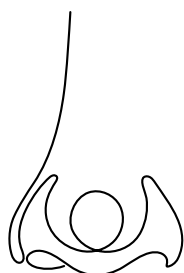
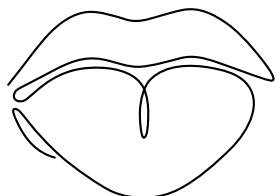
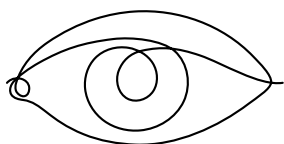


11. Supporting people with Chronic / Lifelong Illness

- **Tapping, patting:** make a rhythmic noise together on the table using a stick or spoon, following each other's rhythms.
- **Stroking:** massage someone's hands with scented cream or oil, giving them a chance to do the same to you if they want; pet a live or stuffed animal, or smooth a cloth on a flat surface or the person's lap.
- **Pressing:** press glued paper down so it stays in place (for example, in a collage); stamp with block print or a rubber stamp; press the flat of your hand to theirs, gently giving and resisting in turn, taking your clues from them.
- **Pulling:** pull the wrapping paper off a package, pull clothes off a doll, or pull on a thick cord with knots.
- **Folding:** fold dish towels, clothes, bed linens, paper, newspaper, clay or dough.
- **Pick at:** peeling paper, a torn-out hem, little threads; make a yarn card with easy knots to untie or things to pull through loops, or unravel a ball of wool.
- **Wrapping, concealing dress a doll or stuffed animal:** wrap an object (say a box or bottle) in cloth or string, or wrap a present.
- **Music:** musical memories are well stored in people memories so find out from families what music is meaningful to them, make up their own play list.
- **Empathy dolls:** which can be cuddled or held onto.



Sensory stimulation



- **Sight:** bright colours (for example, flowers, particularly the red/yellow end of the spectrum); plenty of transfers between bed, wheelchair and recliner chairs so that the person isn't looking at the same bit of wall all day; smiley faces; views through the open patio door in summer; and mobiles hung from the ceiling (but check that they are acceptable and don't get mistaken for something sinister hovering above).
- **Taste:** continuing to feed orally even when swallowing is faltering, and trying stronger, sweeter flavours. Cold drinks are more easily sensed in the mouth than tepid ones. Remember to talk to the person about what they are eating.
- **Smell:** favourite aftershave, flowers, home cooking, aromatherapy oils.
- **Hearing:** favourite music, care staff singing or humming, people coming in to play an instrument or sing to him, sound of laughter, birdsong, talking to the person often (even when there is no obvious response).
- **Touch:** ('the most important of all') holding hands, stroking the face, giving a hug, helping the person to feel loved and cherished. Getting a variety of scraps of different textured fabrics.

12. Men's Engagement

Find out what your clients did for a living. Remember that most of the generation in your care worked very hard and many were the sole breadwinners of their families.

For example, a man that worked in an office and wore a shirt and tie may have shined his shoes daily. Enable him to shine his own shoes!

A man who worked with his hands on a farm will find satisfaction and a sense of purpose by helping out around your facility. Encourage him to do small tasks, help clean or fix things in garden or yard.

Find out what interests them. Just as women love to chat about children and cooking, men love to chat about things that interest them. This may be sports, politics or hobbies like fishing or golf. Just having an opinion heard can make a man feel fulfilled and valued.

Provide social opportunities. Interacting with other men will help reduce social isolation and provide men with an opportunity to build friendships.

Men's groups can be hard to establish but they are well worth the effort. You just need to keep trying. If you get two to come along, think of that as a positive achievement and keep persevering.

If possible, see if you can find a male volunteer to run the group. It does make a difference. Ask a man working at your facility - the maintenance man, the chef, even your boss!

Everyone loves children. Try to get a local day-care or school group to visit. Men love interacting with children and playing games with them. The mere presence of children is uplifting.

Outings are revitalizing. Gather a small group with similar interests and spend half a day away from the facility. Visit a railway or aircraft museums or attend a car convention.

Send Personal Invitations. Advanced notice seems to really help. Send men personal invitations to attend specially programmed men's activities. Special touches make them feel valued.

Brain Activities for Men. Keep men engaged and stimulated with fun and challenging brain games like quizzes, spot the differences, hangman and more. Men usually enjoy games involving strategy like card games and board games.

Breakfast club. Start the day off on a pleasant note. Ask them to choose what they would like to have for breakfast - maybe something they haven't had in a while.

Happy hour. Happy hour is a great opportunity for men to bond with light-hearted trivia, quizzes and discussion. You could also read the newspaper together and discuss current events.

Pub Crawl. This is fun and entertaining way to spend a few hours. Visit two or three pubs for a cider or beer (or a cup coffee).

Garden Club. Many men love to garden. Try raised garden beds and grow some vegetables or strawberries. They will enjoy planting seeds and tending to them with water

Setting up a Men's Shed & shop in a double garage - shop and post office area - spilt and will be permanent for use by residents.

Male residents are very keen on 'Movember' and enjoy growing their beards and moustaches. There is a day on which the ladies join in and also don a 'tache!

Try and make opportunity to gather men together so they can just chat and spend time together. Routine's include waiting for football results and details of match, show them the League tables on an iPad. Subscribe to 'Football memories Scotland' who send gazette magazine every week, this can be printed off and handed out. Football Memories Scotland and Rugby Memories Scotland

Volunteers add a fresh perspective. Seek men in the community to lead a discussion with your men's group. For example, many elderly men have served in the military and would enjoy a discussion with an active military man. Find men who had similar occupations or interests - businessmen, farmers, mechanics or truck drivers.

13. Engagement on Weather

Why is the weather such an inherent part of conversations in so many countries?

It could be because it is ever-changing, or because it affects everybody, or maybe just because it is an interesting and harmless topic of conversation, whether among friends or strangers. Perhaps it is for all of these reasons.

Not every culture has this habit of discussing the weather; in Arab countries for instance only extreme weather fuels talk about the weather.

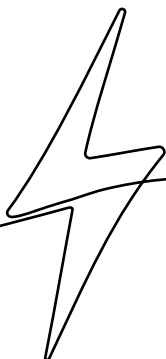
An Engaging and Stimulating Activity for Seniors

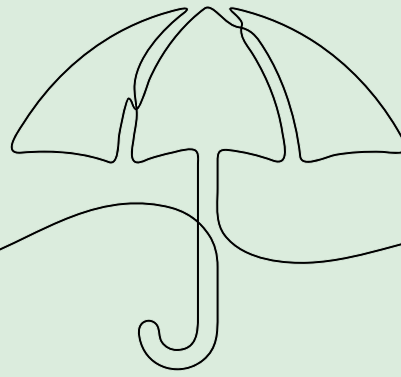
Meteorology is the study of atmospheric changes: rainfall, temperature, relative humidity and other elements of nature. Gadgets to measure these things can be found at your local hardware store at very affordable prices.

Of course, you could purchase a modern, digital Weather Station gadget which measures all of the above in an instant, but I think this would defeat the purpose. The goal is to provide a stimulating project for some curious and interested residents.

Measuring and recording rainfall and fluctuations in temperature will engage residents and bring a great deal of satisfaction.

Announce the idea at your monthly 'Residents Meeting' to find interested and suitable contenders or try and excite some of the loners at your facility into participating in this project while conducting room visits.

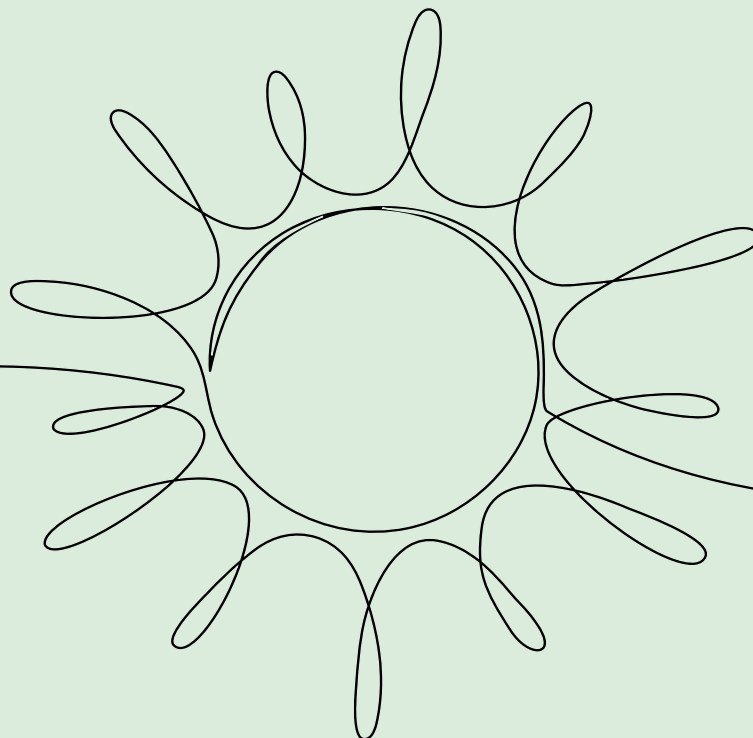




Weather Reminiscing for Seniors

Here are a few ideas to carry on with this theme:

- Reminisce about the days when the weather was predicted by reading the signs of nature and superstitions.
- Animals/birds can also predict the weather. If you have country people or farmers among the residents, they will be able to share their stories.
- Ask if anyone remembers what Native American Indians do to provoke rain? Also ask participants if they think the weatherman has an easy task.
- Read and discuss 'Old ways to predict the weather'
- Play the 'Weather Events' game.
- Read 'Weather Sayings and Poems' and ask participants to add their own.
- Hand out a 'Weather Word Search' to those interested.



Starting a Weather Station

Consider the rain gauge and the weather thermometer.

Rain gauge

A rain gauge to monitor rainfall is inexpensive (starting at £6). Alternatively, a homemade rain gauge is as easy as placing a plastic jar outdoors to collect rain and then sticking a ruler next to the jar to see how high the precipitation reaches.

Materials:

- A rain gauge
- A pencil/pen
- A daily notebook to record your readings and data.

Instructions:

- Place rain gauge outdoors
- Measure rainfall every 24 hours at the same time.
- Write your findings in the notebook.
- Every month (bi-monthly or quarterly) make a report graph from the note-book data (you may use the supplied Golden Carers graph; either in Fahrenheit or Degrees) and share it with others or place in a prominent place for others to see and wonder.

Thermometer

The popular combined Maximum-Minimum thermometer which indicates temperature reached over the course of 24 hours is the most suitable. This U-shaped thermometer has temperature scales expressed in degrees Celsius (°C) or Fahrenheit (°F) and can be bought from as little as £12.

Monitoring the daily temperature has some advantages; it can help you determine how to dress appropriately as well as avoid going out when the temperature is extreme.

Materials:

- A weather thermometer (Maximum-minimum)
- A pencil/pen
- A daily notebook to record your readings and data.

Instructions:

- Place thermometer in a shaded area with good ventilation for best results
- Check temperature daily and record them in the notebook.
- At the end of each month (bi-monthly or quarterly), make a graph; either in Fahrenheit or Degrees) and share information with others or place in prominent place where others can see.

Weather Reporting

How often the report is made is up to staff and the resident in charge of the thermometer or rain gauge. The above is an example only.

Read manufacturer's instructions with residents before starting the project and make sure they understand what to do.

Visit residents in charge of projects once in a while for support and encouragement.

You may expand the weather station in the future with a:

- Barometer (to measure atmospheric pressure)
- Psychrometer (to measure relative humidity)
- Wind Vane (to measure wind direction).

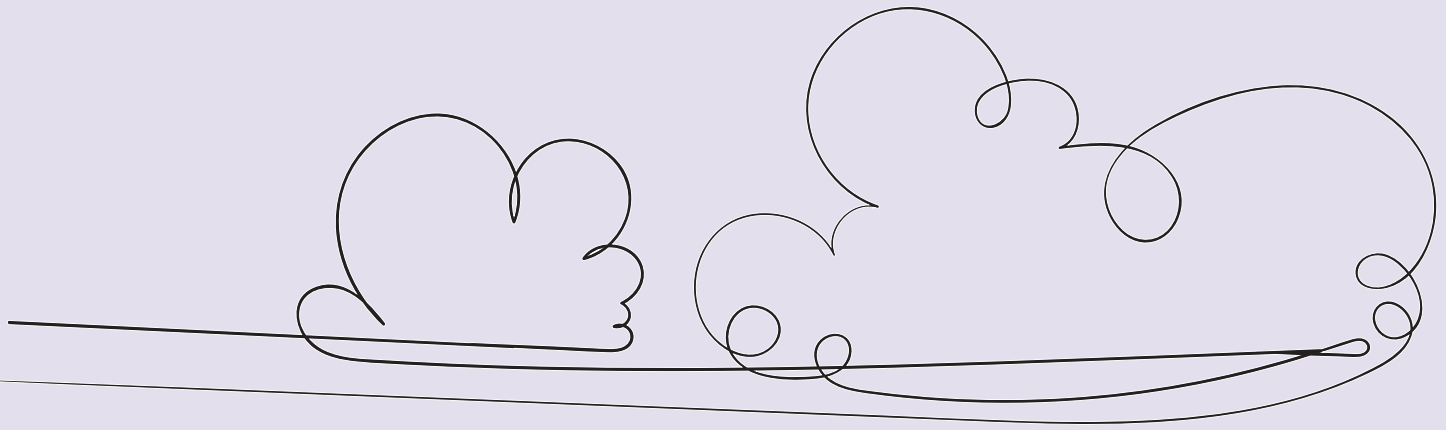
You may find that residents involved in taking care of the weather gadgets are very proud and happy to be able to assist staff.

Sharing Weather Reports

The monthly report findings should be shared with others; use it to turn the occasion into an activity. Read and compare the rainfall with the temperature (noting that when it rains the temperature falls).

Old Fashioned Ways to tell the weather

- If the moon has a ring around it; rain (or snow) will come anytime in the next three days.
- A rainbow in the west means rain is on its way. A rainbow in the east means dry weather is on its way.
- Spiders come down from their webs before the rain.
- The more rain, the louder the noise made by frogs.
- If you take a deep breath and smell compost or earth, moisture is coming soon.
- If cattle lie down in a group in the fields, a severe storm is sure to come.
- If your knee joints are hurting, rain is coming.
- If the bull leads the cows to pasture, expect rain; if the cows precede the bull, the weather will be uncertain.
- Wolves always howl more before a storm.
- Bats flying late in the evening indicate fair weather.



Weather Events Game

Gather two groups of people to challenge each other to come up with the most weather events they can think of. Use a whiteboard or a large piece of paper, divide it in the middle with a line and write down the list for each group. The group with the most weather events wins. Here is a list of some weather events for you to jog their memories.

DROUGHT - FIRE HAZZARD - TORNADOS - TYPHOONS - HAIL

MIST - HUMID - CLOUDY - SUNNY - STORMY - WET - DRY

HURRICANES - AVALANCHE - THUNDER SNOW - RAINY - COLD

HOT - SANDSTORMS - WINDY - SLEET - BLIZZARD - FOGGY

SNOW - HEATWAVE - ICE STORM - DUST STORM - CYCLONE

THUNDERSTORM - SUN SHOWER - MORNING GLORY CLOUD

14. Declamation - Poetry

“Swallows flying near the ground mean a storm will come around”.

“If smoke hangs low,
watch out for a blow.”

*(Meaning low air pressure can prevent
campfire smoke from rising very high.)*

“When the grass is dry at night,
look for rain before light,
when the grass is dry at morning light,
look for rain before the night.”

“When windows won’t open, and the salt clogs the shaker,
the weather will favour the umbrella maker!”

“If woolly fleeces deck the heavenly way,
be sure no rain will mar a summer’s day.”

Onion skins very thin
Mild winter coming in:
Onion skins thick and tough
Coming winter cold and rough.

A summer fog for fair,
A winter fog for rain
A fact most everywhere,
In valley or on plain.

Whether the weather be fine
Or whether the weather be not
Whether the weather be cold
Or whether the weather be hot –
We’ll weather the weather
Whether we like it or not!

When the wind is blowing in the North
No fisherman should set forth,
When the wind is blowing in the East,
'Tis not fit for man nor beast,
When the wind is blowing in the South
It brings the food over the fish's mouth,
When the wind is blowing in the West,
That is when the fishing's best!

“When clouds look like black smoke, a wise man will put on his cloak!”

“The higher the clouds the better the weather.”

Irish prayer:

“May the wind be always at your back
May the sunshine warm upon your face,
May the rains fall soft upon your fields”.

