

RECL 3P12 Leisure and Aging Sensory Box Project

Due: 11 pm, November 27

The purpose of this assignment is to address the following three learning objectives: 1) explore current issues and trends in the field of aging and determine their implications for recreation and leisure, (2) gain an understanding of later life leisure in the context of physiological, cognitive, and psychological aging processes, and (3) identify best practices in recreation and leisure programming for older adults and consider the contributions of leisure to aging well.

Students will work in pairs and conduct a virtual meeting with an older resident at Tabor Manor to explore the individual's life history and leisure interests. Based on the interview, students will then create a sensory box that can stimulate the older resident's five senses and can engage the person in meaningful leisure activities. The sensory box will be delivered to the agency at the end of semester, which will allow the staff to use the box not only for the resident you interviewed, but also other residents in the setting in the future. This service-learning project will allow you to support the well-being of older residents at Tabor Manor. Through this assignment, you can sharpen your interview skills, improve your understanding of the connection between leisure and aging, and develop your ability to create and select appropriate items in engaging older residents in leisure participation based on leisure needs and abilities. These skills and abilities will prepare you for working with older adults in the field.

Requirements: With your project partner, you are required to (1) conduct a 30-minute interview with an older adult, (2) make a sensory box, and (3) create a 5-minute video presentation about the use of your sensory box. Additionally, each student is required to write a reflection paper discussing their perceptions of aging, their experience of working with older adults at Tabor, and the knowledge gained related to course material.

Guidelines:

1. Equal participation: While acknowledging each of you has different talents and strengths, each team member should contribute equally. Teams will identify a list of major tasks associated with the project and determine how you will complete each task collaboratively or independently. **Complete the Task Distribution Worksheet.**
2. Virtual meeting: You will only have 30 minutes to interview your client. To ensure that you will be able to collect meaningful information efficiently during your interview, you will work with your partner to review the background information of your client and to develop interview questions prior to the meeting. During the interview, one of you will actively take notes while the other will ask and prompt questions. It is highly recommended that you rehearse your interview questions with an older adult to ensure the clarity and cultural appropriateness of your questions.
3. Sensory box: For your sensory box, use a clear plastic container and select a variety of items that can stimulate the five senses of the individual and be used to engage the person in meaningful activities. Include a one-page information sheet that addresses the targeted domains and benefits, materials, and implementation procedure in your box. Do not select

any items that will spoil. All the items should be able to be wiped for sterilization or discarded after use (such as rice, herbs, or spices). Each pair will receive \$30 to support your completion of the sensory box project. I'd highly recommend that you search for affordable items at Dollar Stores.

4. Video presentation: In this five-minute video, you should clearly explain why you selected these specific items for your sensory box and discuss how practitioners at Tabor Manor can use this sensory box to engage the older resident in a meaningful way. Specifically, you should discuss (1) how each item is related to the older individual's life history or leisure interests, (2) how the selected items can serve as visual, auditory, olfactory, and tactile stimuli, (3) how to use this box to engage the older individual in a meaningful activity, including modifications and any possible safety issues, and (4) what targeted well-being domain(s) and benefits you anticipate achieving when using this sensory box with older adults. Remember to show each selected item in your video and demonstrate how to use them. Once you complete your video recording, upload it to YouTube and share the link with the instructor. The video will be shared with the agency and posted under the Week 13 Lesson Link on Sakai to allow other students to learn from you.
5. Reflection paper: Each student will write a 3-page paper to discuss your experience in completing this project in relation to the course learning objectives. This paper should be 3 pages long, double-spaced, using 12-point Times New Roman font. Please include specific reference to readings and other course materials to support, clarify, and contextualize your ideas. It is important for you to demonstrate that you have not only read and understood assigned readings and other learning activities but also thought about them in relation to your own experiences and learning when completing your sensory box project.
6. Deadline: Each student will submit their Task Distribution Worksheet and self-reflection on Sakai by 11 pm, November 27. Each group will submit their presentation video link to the instructor at phsieh@brocku.ca before the due date so that the presentation link can be posted on Sakai. The late policy will be enforced. I'd encourage you to complete your project early so that you have sufficient time to react if you run into any technological issues.

Evaluation (30% of your final grade)

The grading rubric, based on the assignment directions, is as follows:

Item	Possible Points
Individual Grade – Task Distribution Worksheet: Demonstrate a clear effort to actively engage in the project and share an equal amount of the tasks.	5
Individual Grade – Self-Reflection Paper: Demonstrate connections between the experience and knowledge gained from the course. Present a thorough examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge.	10
Group Grade – Sensory Box & Video Presentation (1) Utilize all, or as many of the five senses as possible (If you are not able to include an item to stimulate a specific sense, an explanation is needed) (2 pts)	15

<p>(2) Select appropriate items to be included in the box and be able to provide a good rationale as to why each item was selected (5 pts)</p> <p>(3) Identify how the box can contribute to the targeted domains and specific benefits (2 pts)</p> <p>(4) Clearly explain the implementation procedure—how the staff can use each item to engage the individual in meaningful activities in order to achieve the identified benefits. Provide appropriate plans for modifications and avoid any safety concerns when using these items. (6 pts)</p>	
Total	30