

ACTIVITY WRITE-UP

Name of Activity: Clothespin Pot

Type of modality	Horticulture Art
Type of play	Shared cooperative
Interaction pattern	Intra-group
# of participants required	10-20
Equipment/supplies	<ul style="list-style-type: none"> • Paint • Clothes pin • Cleaned out tuna can (pot) • Cups of water • Paint Brushes • Paper Plates • Plant or Flower(s) that will fit in small pot
Facilities required/environment	Activity should be done on tables with newspaper on top of table.
Precautions	<p>Assure things are not close to the edge of table.</p> <p>Use plastic pots in case they drop they will not break/shatter and cause injury.</p> <p>Watch residents while they use clothespins to make sure residents do not clip each other.</p>

Directions

1. Get desired paint colors and squirt on paper plates.
2. Paint base of “pot” (tuna can) with paint.
3. Begin painting clothespin while waiting for pot to dry.
4. Wait until all painted items are dry before resident continues; spend waiting time browsing for flower/plant.
5. Once everything is dry, begin to clip the clothespins around the edge of the tuna can.
6. Continue to clip the clothespins around the edge of the tuna can until resident goes all the way around.
7. Carefully transfer potted flower/plant from the plastic pot it was originally in to the completed, painted pot.
8. Pack the soil so it is nice and snug into the pot.
9. Make residents aware they should be watering the plant once a day and keeping it in sunlight for a portion of the day.
10. Enjoy

Activity Analysis

Category	Skills
Primary body position	Sitting
Part of the body required	Fingers, hands, wrist, eyes.
Movement	Grasping, picking up, reaching, dipping paint brushes, rotating/turning wrists and hands, pinching (pinching the clothespins) patting (soil).
Physical	Fine motor skills (fingers), range of motion (hand/wrist/fingers), visual-motor integration.
Cognitive	Arousal, alertness, patience, sustaining attention, concentration, decision making.
Social	Communication, sharing, regulating behavior, forming relationships, self-expression, tolerance, patience, personal interactions.
Perception	Tactile, visual.
Communication/language	Producing appropriate body language, reception of others' body language, understanding requests. (If someone wants to share someone's paint, or use a similar idea as someone.
Self-care	Being nice to him/herself if he/she makes a mistake.
Psychological/emotional (possible)	Joy, Frustration.

How to Simplify the Activity

-Provide accessible paintbrushes, foam tubing around paintbrushes to relieve some tension on joints, paintbrushes that have wide bulb ends, adapters like wrist straps, head straps etc.

-If people are having difficulties with painting the clothespins because they may have trouble with fine motor skills, therapists can pour paint into a bowl so patients can dip the clothespins instead.

How to Make the Activity More Complex

Challenge patients to make a certain design with their pot instead of painting it one color.

Other Comments