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OTA 101L - Paper Craft Assignment
Paper Airplane Craft & Reminiscing Project

Activity Demands:

- 1) Tools: Scissors (A pair per participant)
- 2) Supplies: 8.5" x 14" pieces of legal paper with airplane templates printed on one side (As many templates as there are participants)
- 3) Equipment: Table
- 4) Space Demands: Each participant would need a space of 3' x 3' at any given table.

Directions for making paper airplane:(*sequencing and timing*)

1. Pick up paper Airplane template face up with non-dominant hand and pick up scissors with dominate hand. (5 seconds)
2. Identify the "cut here" on the template and cut along the dotted line. (20 seconds)
3. Orient the template with the "UP" arrow at the top of the page. Then, flip the paper over onto its backside. (you should not see any of the fold lines) (5 seconds)
4. Pull the top right corner down toward you until fold LINE 1 is visible and crease along the dotted line. Repeat with the top left corner and fold down LINE 1 for the left side. (15 seconds)
5. Fold the right side over again and crease along fold LINE 2. Repeat with the left side. (15 seconds)
6. Fold the tip down toward you and crease along fold LINE 3 (10 seconds)
7. Now, flip the paper over. (5 seconds)
8. Then, fold the left side over onto the right side and crease along fold LINE 4 so that the outside edges of the wings line up. (10 seconds)
9. Fold the wings down along fold lines 5. Partially open the folds you just created so that the wings stick out straight. (10 seconds)
10. Pick up scissors with dominate hand, and paper plane in non-dominate hand and Cut two slits, one inch apart, along the back edge of each wing for elevator adjustments. (20 seconds)
11. The wings will have a slight "V" shape when viewed from the front. Throw the airplane with dominant hand. (5 seconds)

- 5) Approximate time needed to complete the entire craft (timing) – This is a very simple craft, and without conversation, would take just two minutes to complete. However, this craft/activity is meant to be so much more than just folding paper to make an airplane.

Age Justification:

I am presenting this paper craft project, of paper airplane making, as a project for Seniors, specifically Men within a Memory Unit. Later stages of Alzheimer's could be problematic with loss of specific functions.

Relevance and Importance to the Participant

From my experience, residential care facilities, many times offer craft projects that end up populated by mostly women. Men are generally not drawn in. This specific craft opens up an opportunity for Men to engage. This is a task that most men will remember from their childhood, and some of these men, especially in Southern California, worked in the aerospace industry, so it could be reminiscent and important in many ways.

Assuming this craft project was conducted in a group setting, it would be a great opportunity to ask questions such as:

- Do you remember doing this as a child?
- Was there a specific time you remember doing this with a special friend?
- Did you ever work in the aerospace industry?
- Do you remember what it was like when the sound barrier was broken?
- Did you ever dream of being a pilot?
- What was the longest flight you ever experienced and where did you go?

Performance Skills:

- 6) Discuss the therapeutic value of the craft: As stated above, there are many opportunities to reminisce with peers, and encourage visual motor planning, bilateral coordination, and fine motor accuracy.

a) 2 areas under ***Motor skills***

- i) Coordinates (bilateral **and** eye-hand) – The task of cutting the paper along the dotted line requires the participant to hold the paper with one hand and cut along the specific dotted line, which is eye-hand coordination. The folding of the paper and using both hands simultaneously is bilateral coordination.
- ii) Grips – This motor skill is used with the scissors as the participant grips the scissors in one hand and grasps the paper in the other.

b) 2 areas under ***Process skills***

- i) Uses – The process skill of Uses comes into play as the participant must use the set of scissors appropriately to cut the template out of the paper.
- ii) Sequences - The participant must perform steps in a logical and predetermined order to successfully complete the paper airplane

- c) 2 areas under *Sensory skills*
 - i) *Proprioception* – The Sensory skill Proprioception is important throughout this task as the participant is aware that they are seated and where their body is in relation to the table in front of them, and related to the control of their movements.
 - ii) *Visual Functions* – Sensory skill of Vision is essential in this task as one must be able to see the template printed on the paper and fold it accordingly.

- d) 2 areas under *social interaction skills*
 - i) *Regulates*– The participant would show the skill of Regulates as they engage in the task and listen for instructions and not act impulsively outside of the task at hand.
 - ii) *Heeds* – The participant follows along with the entire task of the constructing a paper airplane and engages and participates in reminiscing as the questions are posed during the craft session.

- e) 2 areas under *perceptual skills*
 - i) *Eye-Hand Coordination*– The participant will be engaging in Eye-Hand Coordination as they fold the paper back-and-forth and follow the template’s format. This works with visual motor skills and helps to enhance fine motor performance. This is especially used when straight folds are required.
 - ii) *Position in Space* – This skill is used in many parts of this task as directions are given that require the participant to understand Up, Left, Right, etc. and other positions as given within steps of the task.

Grading the Activity:

- 7) Discuss 1 way in which you would grade the activity to make it harder **AND** easier
- To make this activity Easier I would provide pre-cut templates to assist with those participants that may not feel steady enough to use scissors.
 - To make this activity Harder I would provide optional templates of paper airplanes that were more difficult. This may be more appropriate with a group of Senior Males that were not in a Memory Unit.
- 8) Include the performance skill you are grading in the discussion and why it is easier/harder.
 For the purpose of this task, I would consider the performance skill of SEQUENCES as a grading criteria. For the purposes of demonstration, I chose a basic template to make the task as simple as possible. This task is intended to be a craft project for Senior males in a Memory Unit. The idea is to encourage fine motor skills and social skills within a task/craft that most men have done at one time or another in their lifetime. It is intended to encourage creativity, to share stories and reminisce. Depending on the group, a competition of sorts could also be included at the end to see whose plane could fly the furthest.