

Elizabeth Rose
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OTA 101L - Final Scrap Craft Paper

Watercolor Luminaries

Task: Watercolor Luminaries

Creating *Watercolor Luminaries* can be done in several ways. Some creative ways to make luminaries include paper, glass, or other plastic. For the project we are working on for class, we will be creating glass luminaries. Based on time constraints and our "at home" environments and material limitations, I have substitution suggestions. Although the preferred method to make these luminaries is with watercolors and coffee filters, we will work with other mediums to make this happen.

This task requires the participants to plan ahead and use executive management skills to prepare and regulate. The Google shared sheet allowed the participants to understand the tools, supplies, and scope of the project.

The project involves applying either coffee filters that have been watercolored or pieces of tissue paper, to an empty glass jar, which will become the luminary. The paper product will be torn into small pieces and then applied with either Mod Podge or a homemade version of Mod Podge to the jar in a mosaic and random design. Once the jar has been completed and dried, a coordinating ribbon is placed around the jar's lip. A small votive or tea candle can then be put into the bottom of the luminary and lit.

History: Luminaries

Legend has it that Luminaries come from the story of the wise men that brought their gifts to the Christ Child. In the 16th century, the Spanish introduced farolitos or little lanterns to light the path to church on Christmas Eve. The Pueblos Indians in New Mexico adopted this tradition based on their experience with the Spanish settlers, and it has become a part of the expansive culture in New Mexico and beyond.

There are many other stories in other cultures and lands that include the reference to the wise men and other references to the lights that the way to Bethlehem for Mary and Joseph. (Miller)

Area of Occupation:

There are two areas of occupation this type of art project can assist with, and these are *Dressing* and *Personal Hygiene and Grooming*. Both of these ADLs involve the control of the voluntary movement with bilateral coordination and fine motor skills. From holding a brush and using the appropriate force to comb your hair, to grasping a toothbrush and coordinating placing toothpaste and brushing one's teeth, to buttoning and zipping up clothing, these are all essential skills to successfully participate in these occupations. The occupations of Dressing and

Personal Hygiene and Grooming are fundamental and give us a sense of well-being. These occupations allow for independence and help to maintain self-esteem, self-worth, and self-image.

This project calls for tearing paper into small bits, which requires a tripod grasp, which helps with strength and dexterity for writing and holding objects like pencils, brushes, clippers, tweezers, and other items used for grooming and dressing. Zipping is an intricate motor planning process that requires a pincer grasp, which is used with the project as well.

Age group and justification for task:

Although making luminaries could apply to many age groups, I am presenting this task as a project for a Senior Group at a typical Senior Center. According to the CDC, 49.6% of people over the age of 65 are diagnosed with Arthritis.

There are many treatments and medications to assist those diagnosed; however, most agree that staying "nimble" and moving the joints affected help to relieve pain and reduce symptoms. ("Arthritis-Related Statistics" 2018)

Recently, I interviewed a 102-year-old gentleman for a project for class. He is an extraordinary human being. He suffers little to no memory issues and has been very fit and active all of his life. Eighteen months ago, he moved into an Assisted Living Community to relieve himself of making meals. However, he still (until Covid19) drove himself to golf and early dinners several days a week. He told me that the arts and crafts sessions held at their Senior Center helped his Arthritis and helped him maintain his grip on his golf putter. He explained that his Arthritis in his hands could be excruciating and that making jewelry and painting helped to keep up his dexterity and reduced his pain. He was distraught and noticed a significant change due to the pandemic and lack of what he called "special art classes."

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Projects like Watercolor Luminaries would appeal to seniors for many intrinsic and concrete reasons. Intrinsically this project can be appealing as it can bring great satisfaction to create a beautiful light that can be practically used as décor. The watercolor luminaries can take on a look that is popular from famous pieces of impressionism, which very much can appeal to the Seniors.

Realistically, this is a project with low demands and a high result. There is nothing exact, or things to cut out, or templates to follow. All of this allows for each person to create a unique piece.

Each step of this project helps to increase dexterity, in- hand manipulation, fine-motor skills and overall strength in one's hands and digits to use in occupations such as dressing and grooming.

Activity Demands:

Supplies:

1 clean mason jar 16 ounce (no lid necessary)
1 watercolor set (child set is ok)
1 round coffee filter flattened out
Mod Podge (1 small bottle, that we will be using about 2 ounces)
Ribbon/Yarn/String of your choice thin to wrap around top of jar (1 each about 8" long)
Scotch tape (to affix ribbon to jar) (1 small piece about an inch will be used)
Newspaper to cover workspace (Just a page or two that can be tossed afterwards)
1 paper plate (optional)
2 or 3 pieces of paper towels

Tools:

1 each Small cup or saucer with a little water (to dampen and clean paint brushes)
2 each ½" thick paint brushes for watercolor/Mod podge (thin will not work)
1 each Ceramic Coffee Cup (used for drying coffee filter only)
1 pair of scissors (to be used to trim ribbon)

Equipment

1 each work area space, table or counter top
1 chair to sit on as you work

Precautions:

1. We are using a glass jar so one must be careful to make sure there are no nicks in the lid area. And use extra caution to not drop the jar. Shattered pieces of glass can be very dangerous.
2. Mod Podge (glue) is very sticky and one should really use care in covering up any table or work area.
3. Use care in dipping the brush into the paint and then the small dipper with water. This could easily spill and ruin the surface of your work area if you have not properly covered it.
4. If there is excess ribbon to trim, be very careful in steadying the jar in place so you do not get cut with the scissors as you trim the ribbon.

Space Demands

Approximately 3' x 3' workspace on a clean table-top, or counter top, per participant

Social Demands

This activity is intended to be a project that everyone completes individually. The expectation is that the participants come to the project with color scheme or concept of how they want to proceed with creating their luminaire. Much of this could depend on the choice of accent ribbon that one brings in. Each individual is expected to work at their 3' x 3' workspace and use their

supplies accordingly. This is an instructor led project with the instructor demonstrating each step and fielding questions and monitoring the participants as they advance through each step through completion.

Sequencing and Timing

1. Gather all supplies required. (1 minute)
2. Pour water into dipping dish. (10 seconds)
3. Prepare work area space and place newspaper down. Place the coffee ceramic cup off to the left as this will be used as a drying station once the painting is completed. Place your watercolor set, water dipping dish, and paint brushes to the right as you will be accessing these first. (30 seconds)
4. Place the coffee filter on paper plate in front of you. (5 seconds)
5. Pick up one of your paintbrushes and gently dip it into the water dipping dish. (5 seconds)
6. Open the watercolor set and gently dip your paint brush into the color of your choosing and paint the coffee filter with the colors of your choosing. Repeat this until there is no white space left at all on the coffee filter. Remember to dip into water to cleanse brush before using a new color. This will help to keep the colors from blending. (3-4 minutes)
7. Once the coffee filter is completely painted then take the filter and place it on top of the ceramic coffee cup to dry in place. (5 seconds)
8. Remove the water from the dipping dish and then gently wipe out with paper towel. Then pour 1 – 2 ounces of Mod Podge into your dipping dish and place to the side, and place dipping dish back on to paper plate for access. (10 seconds)
9. Close your watercolor set, and set aside the used paintbrushes on top of the paper-plate. (5 seconds)
10. Pick up jar and place it in front of you in your workspace. Tear off three small pieces of tape and double them up back to back to create a sticky on all sides piece of tape (x3). (30 seconds)
11. Hold the jar in one hand and steady it in front of you. Then take ribbon in dominant hand and wrap it around the lid of the jar. Then affix the ribbon in place with a piece of tape that has been double up. Affix the ribbon in place in three places to avoid it falling off. (1 minute)
12. If there is excess ribbon pick up scissors in dominant hand and hold on to the jar with the non-dominant hand, and then gently and carefully trim the excess ribbon. (30 seconds)
13. Place a paper towel in front of your workspace Turn the jar upside down so the bottom of the jar is facing the ceiling and is laying on top of the paper towel. (5 seconds)
14. Take the now dried coffee filter off the ceramic coffee cup with both hands. Then begin to gently tear the coffee filter into small pieces. No piece should be over an inch in length or width. Create a stack of these pieces on top of the paper towel. (1 minute)

15. Place the jar in front of your workspace again and prepare to assemble the coffee filter pieces in a random mosaic onto the jar with the Mod Podge. (5 seconds)
16. Pick up your fresh clean second paintbrush and dip it into the Mod Podge and start to paint a small area about 3” wide by 3” long of the jar. Then pick up a piece of the torn up coffee filter and place on top of the area of the sticky area. Continue to place pieces of the coffee filter in the sticky area until it is complete. Once the 3” x 3” area is filled paint another layer with your paintbrush of Mod Podge on top of the completed area so that there are no wrinkles and that each small section of filter is soaked front and back on the jar. Continue this until the jar is covered but leave about 2-3 inches of clear glass at the top of the jar just under the ribbon. (This allows for a larger glow one the candle is lit.) (4 – 5 minutes)
17. Once complete **do not flip** over the jar onto its open lid. Allow for the jar to completely dry. Depending on the thickness of the Mod Podge this could take 30 minutes to several hours.
18. After the jar is completely dry, flip over and place either a tea candle or a votive candle in the bottom of the luminary.
19. Enjoy.

Total Time without drying time: Approximately 14 minutes 30 seconds
(Drying time could be 30 minutes to several hours)

Performance Skills

Motor Skills: The motor skill of *manipulates* is used a lot throughout this task. One must use one’s fingers to place the small pieces of coffee filter onto the sticky jar and manipulate the pieces to fit together like a random jigsaw or mosaic. Additionally, the motor skill of *coordinates* is predominant in most of this activity. Many aspects of using two or more parts of the body became necessary as one was affixing the ribbon with both hand and holding on to the jar at the same time. And coordinates is used when balancing placing the colorful coffee filter pieces and painting the Mod Podge on the jar using both hands simultaneously. This required the participant to not loose grasp and stabilize to avoid a fumble with the jar.

Sensory Skills: *Proprioception* is required in this task when painting the Mod Podge on the jar on top of the coffee filter. There is a delicate balance of force needed to assure that one isn’t creating wrinkles or tears, so the ability to feel and judge that force is essential. *Vision* is another skill that is essential with this project in that one must be able to see and judge the amount of Mod Podge to use. Thin layer but total coverage is necessary to keep this from getting not only messy but impossible to dry in a reasonable amount of time. *Vision* is also necessary as one is painting the color scheme to use so that it is esthetically pleasing to the participant.

Process Skills: *Chooses* is a key process skill used for this project. Whether the participant is using the substitutions or the supplies suggested, chooses is a skill that allows the participant to pick color schemes and random designs that are esthetically pleasing to the participant's end goal. *Gathers* is another important skill for this specific task. There are many supplies needed with substitutions if necessary. One must understand and be able to process their specific needs based on the supplies they have available.

Perceptual Skills - *Spatial Relations/Position in space* is an important factor with this task. There are many times in this project where we are working with the main supply of the project, a jar, upside down. The participant must be able to process the directional issues related to up and down. Additionally, *Depth perceptual discrimination* is another skill used with this project. We are working with glass and physically turning and painting on it. The ability to distinguish the differences between the sides and through the glass is important for a lot of reasons. Mostly for precautionary reasons as if someone becomes confused with the jar and the sides of it and the ability to see through it, they could fumble and shatter the jar.

Social Skills: *Regulates* is especially important with this task as there are many steps and one's ability to control oneself through each step allows for successful completion. This is especially important as there are a couple of steps (painting and attaching the pieces to the jar) that are actually somewhat random, so controlling oneself to not be impulsive yet continue to be creative at the same time. The social skill of *Organizes* also is used with this task as there are many elements used to successfully complete the project. Participants must logically arrange their supplies and tools so they can use appropriately, especially because there are supplies that must be dried and or used immediately. Keeping their workspace organized and not crowded is really important especially when using items like paint and glue.

Grading this activity down:

To grade this activity I would provide two changes. A smaller jar, and pre-painted coffee filters or simply use colored tissue paper so that no painting is involved. This would help with anyone that had issues related to endurance. This is a multi-step process and removing the step of painting and including a smaller surface would help a participant with their endurance.

Grading this activity up:

To upgrade this activity I would include a holiday theme such as Christmas, Hanukkah, Independence Day, Halloween. I would also include a much larger jar which would double the amount of painted coffee filters. Changing this to a theme, although removes the perceived randomness of the color scheme or design forces the participant to create more elaborate colorful designs and requires the participant to coordinate the ribbon at the top with more deliberate thought. All of these changes would contribute to the ability of the participant to Heed closely and Endure longer.

Functional Limitations:

As OT practitioners, we must engage in tasks that directly relate to improving our patient's functional limitations in relation to how it affects their performance of their occupations.

One functional limitation that could directly be addressed with this project is Changing & Maintaining Body Position and or Posture. This could directly impact a person's ability to endure or complete the task. This limitation could affect ADLs, such as bathing and showering, where a person must maintain posture and balance either standing or sitting.

Another functional limitation that can be addressed with this project might be directly related to difficulty with fine motor skills due to severe Arthritis or as a result of a stroke.

This could affect a person's ability to grasp items safely. This could have a significant impact on self-care ADLs such as dressing, grooming, and feeding.

References:

Miller, Patricia. "Luminary History." *FLIC Luminaries*, flicluminaries.com/content/14-luminary-history.

(Miller)

"Arthritis-Related Statistics." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 18 July 2018, www.cdc.gov/arthritis/data_statistics/arthritis-related-stats.htm.

("Arthritis-Related Statistics" 2018)