



Aged Care

Planning a Social Activity for Aged Care Residents

Lesson objective

Students are asked to plan a social activity for residents in an aged care facility. Consideration must be given to all the factors that impact on what can be offered and what needs to be considered when organising and planning social activities for residents of an aged care facility in a remote community context.

Lesson overview

Students work in groups to brainstorm available and appropriate social activities for elderly residents in an aged care facility, before identifying one of the activities and undertaking the planning and organisation for the activity to be implemented.

Resources

Print

One copy of the

- Social Inclusion brochure for Teacher reference
- Social Activity Planning Checklist for each pair/group
- Venue Details Checklist for each pair/group
- Activity Program for each pair/group

Other

- Paper for brainstorming
- Pens for recording answers

Classroom organisation

Students can work in pairs or small groups (maximum 4)

Lesson description

1. Introduce the topic and activity – Planning a social activity for aged care residents (people in aged care).



2. Explain the importance of residents in aged care facilities participating in social activities. Refer to the Social Inclusion brochure (attached) for information about why residents in an aged care facility should engage in social activities.
3. Explain factors to consider when planning an activity. Refer to the Social Activity Planning Template for indicators of what to discuss with students and explain why these things need to be considered.
4. Benefits of Planning:
 - Makes organising things easier (planning is by definition done in advance)
 - Risks can be identified and reduced
 - Something meaningful can be identified
 - Other commitments of residents can be avoided*

*(You may also find additional information in the Dementia handbook provided as a PDF with the online activities)
5. Refer to the Venue Details Checklist for indicators of issues to be considered when undertaking an activity off-site (You may need to clarify the terms “on-site” and “off-site”). Discuss with students why these things need to be considered.
 - Social inclusion involves ensuring people have access to the same things. This is managed through provisions such as wheelchair access to venues, ramps, rails, disabled parking etc.)
6. Explain the Activity Program template that will need to be completed for activities being conducted on-site.
7. Get students to form pairs/groups and brainstorm possible activities that elderly people in an aged care facility could access in their community.
8. In their pairs students choose one activity and complete the planning template with that activity in mind.
9. Students considering conducting an activity off-site must also complete the Venue Details Checklist while students conducting an activity on-site must provide a detailed Activity Program.
10. Whole class discussion. Teacher to ask groups to provide an informal report for the whole class on:
 - What activity they chose
 - Why they chose that particular activity
 - What they have learnt about planning activities for people in aged care by completing this lesson

Extension activity

Consider implementing the activities planned in this lesson.