

The Memory Club

Supplemental Materials

The WPI Memory Team

Sofia de Oliveira, Gabriella Fiorentino, Nicholas Roschewsk, and Braden St. Jacques

Advised by Professor Holly Ault and Michael Aghajanian

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Tools

Professional Tests

MoCA Test

MONTREAL COGNITIVE ASSESSMENT (MOCA)

NAME : _____ Education : _____ Date of birth : _____
Sex : _____ DATE : _____

VISUOSPATIAL / EXECUTIVE		Copy cube	Draw CLOCK (Ten past eleven) (3 points)	POINTS			
			<input type="checkbox"/> Contour <input type="checkbox"/> Numbers <input type="checkbox"/> Hands	___/5			
NAMING 				___/3			
MEMORY	Read list of words, subject must repeat them. Do 2 trials. Do a recall after 5 minutes.	FACE	VELVET	CHURCH	DAISY	RED	No points
		1st trial					
		2nd trial					
ATTENTION	Read list of digits (1 digit/ sec). Subject has to repeat them in the forward order [] 2 1 8 5 4 Subject has to repeat them in the backward order [] 7 4 2						___/2
Read list of letters. The subject must tap with his hand at each letter A. No points if ≥ 2 errors		[] F B A C M N A A J K L B A F A K D E A A A J A M O F A A B					___/1
Serial 7 subtraction starting at 100 [] 93 [] 86 [] 79 [] 72 [] 65		4 or 5 correct subtractions: 3 pts, 2 or 3 correct: 2 pts, 1 correct: 1 pt, 0 correct: 0 pt					___/3
LANGUAGE	Repeat : I only know that John is the one to help today. [] The cat always hid under the couch when dogs were in the room. []						___/2
Fluency / Name maximum number of words in one minute that begin with the letter F [] _____ (N ≥ 11 words)							___/1
ABSTRACTION	Similarity between e.g. banana - orange = fruit [] train - bicycle [] watch - ruler						___/2
DELAYED RECALL	Has to recall words WITH NO CUE	FACE	VELVET	CHURCH	DAISY	RED	Points for UNCUE recall only
		[]	[]	[]	[]	[]	
Optional	Category cue						
		Multiple choice cue					
ORIENTATION	[] Date [] Month [] Year [] Day [] Place [] City						___/6
© Z.Nasreddine MD Version November 7, 2004		Normal ≥ 26 / 30		TOTAL		___/30	
www.mocatest.org				Add 1 point if ≤ 12 yr edu			

GAS-10 Test

Geriatric Anxiety Scale – 10 Item Version (GAS-10)

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Below is a list of common symptoms of anxiety or stress. Please read each item in the list carefully. Indicate how often you have experienced each symptom during the PAST WEEK, INCLUDING TODAY by checking under the corresponding answer.

	Not at all (0)	Sometimes (1)	Most of the time (2)	All of the time (3)
1. I was irritable.				
2. I felt detached or isolated from others.				
3. I felt like I was in a daze.				
4. I had a hard time sitting still.				
5. I could not control my worry.				
6. I felt restless, keyed up, or on edge.				
7. I felt tired.				
8. My muscles were tense.				
9. I felt like I had no control over my life.				
10. I felt like something terrible was going to happen to me.				

GAS-10 Scoring Instructions

Items 1 through 10 are summed to provide a Total Score. Each item ranges from 0 to 3.

Score Distribution for GAS-10 (N = 556)

Raw	T-Score	Percentile	Descriptive Category
1	42	21	Minimal
2	44	30	Minimal
3	46	34	Minimal
4	48	45	Minimal
5	51	53	Minimal
6	53	63	Minimal
7	55	70	Mild
8	57	75	Mild
9	59	82	Mild
10	61	90	Moderate
12	66	95	Severe
14	70	98	Severe
16	74	99	Severe
18	79	99	Severe
24	92	99	Severe
30	104	99	Severe

The primary citations for the GAS are as follows:

Segal, D. L., June, A., Payne, M., Coolidge, F. L., & Yochim, B. (2010). Development and initial validation of a self-report assessment tool for anxiety among older adults: The Geriatric Anxiety Scale. *Journal of Anxiety Disorders*, 24, 709-714.

Mueller, A. E., Segal, D. L., Gavett, B., Marty, M. A., Yochim, B., June, A., & Coolidge, F. L. (in press). Geriatric Anxiety Scale: Item response theory analysis, differential item functioning, and creation of 10-item short form (GAS-10). *International Psychogeriatrics*.

Memory Team Documents

Memory Loss Guide

This guide is to help show the different types of dementia. All dementias contribute to memory loss and cognitive function in some way. Some are more severe than others.

Alzheimer's	Causes problems with memory, language, and reasoning. 5% of cases start before the age of 65. ¹
Vascular Dementia	Caused by a range of diseases limiting blood supply to the brain. Symptoms can be difficulty in problem planning, concentration or thinking of memories. ² Also impaired judgment, difficulty with motor skills and balance. Heart disease and strokes increase its likelihood. ¹
Mixed Dementia	Several types of dementia contribute to symptoms. Most common in people over 85. ¹
Dementia with Lewy Bodies	Caused by Lewy Body proteins. Symptoms can include hallucinations and disordered sleep. ¹ Has less shrinkage of the brain than AD. Early lobes affected are the occipital lobes and frontal lobes. This can explain why visual problems and attention are early symptoms. ²
Frontotemporal Dementia	In all forms of this dementia, the frontal and/or temporal lobes shrink. In the early stages, the frontal lobe is affected. Personality changes and language problems occur. Most common onset between the ages of 45 and 60. ¹
Parkinson Disease	Can give rise to dementia symptoms as the condition progresses. ¹ Can affect the brain stem which can cause problems with movement. ²
Other	Conditions such as Creutzfeldt-Jakob disease, depression, multiple sclerosis, etc. ¹

These are the areas of the brain and the effects certain dementias and Alzheimer's have on that part of the brain. These areas of the brain can also be activated by some of the games listed in the game manual. Depending on the cognitive ability of the participants playing this game, their enjoyment may suffer. For this reason, the team recommends following this guide to see the cognitive load of each game.

Hippocampus	Alzheimer's progressively travels all throughout the brain and damages every part of it in the end. Yet in most cases, it starts at the hippocampus. The hippocampus is where memories are stored. "The brain region called the hippocampus is the center of learning and memory in the brain, and the brain cells in this region are often the first to be damaged." ³ Because of the effects on the hippocampus, memory loss is one of the first symptoms to occur in Alzheimer's Disease.
Frontal Lobe	The frontal lobe is used for problem-solving, logical thinking, and judgment. When Alzheimer's reaches the frontal lobe, patients can no longer solve simple math problems or even think of how to carry out simple tasks throughout the day. Damage to the frontal lobe can also cause repetition of the same word or phrase. ²
Parietal lobe	The parietal lobe which is found on top of the brain is used for communication and language skills. If Alzheimer's spreads to the parietal lobe of the brain, it makes it harder to communicate thoughts. ²
Amygdala/ Temporal lobe	The amygdala, found in the temporal lobe (side of the brain), is responsible for storing emotions. A person with Alzheimer's might be able to recall emotional aspects of an event when they don't remember the full factual details of a memory. Therefore this can lead them to feel emotions towards a person or place in an illogical way. ²
Occipital lobe	Once the occipital lobe is damaged, it becomes harder to recognize faces and objects. However because hearing and seeing pathways are not connected, once they hear a familiar noise, they may then recognize that person/object. ²
Brain Stem	If the brain stem becomes damaged, then movement may become harder. As well as respiratory movements and regulation of the heart. ²

Filters Criteria Chart

Filters	Description
General Availability	General availability means the game can be bought, found in the local area, or easily made by hand.
Time	There has to be enough time in the program to play the game. A typical game portion lasts approximately one hour. A game cannot take longer than one hour to play a single round.
Cost	A game should not be expensive. The budget of the Memory Club will determine which activities are too expensive.
Feasibility	Feasibility considers the space and materials needed to play the game. For example, if the host facility does not have enough space to arrange chairs in a circle, Zelena would not be included in the program.
Difficulty	The game cannot be too challenging or the participants will not be able to play it. Games with complex rules should be excluded from the program.
Physicality	The participants have to be able to play the game. Games that require strenuous physical activity should be modified to fit the needs of the participants or excluded from the program.

Scaled Item Criteria Chart

Scaled Item	Description
Familiarity	The game must be familiar to the participants of the program. Familiarity is an important criterion because it will help reduce the participants' anxiety. The games will have to be from between 1940 and 1970 because that's when the participants were children.
Enjoyability	The second criterion is enjoyability. Simply put, the game must be fun to play. If a game is dull, the participants may grow bored and won't experience the positive effects that the games have.
The Participants' Impairments	The third criterion is the participants' impairments. Participants with impairments in vision, hearing, or who have limited fine motor skills should be able to play the game. For example, the game should not have a small print or small pieces.
Social Interaction	Games that strengthen social interaction have the ability to form connections within The Memory Club. If the participants leave the program knowing they have made a friend, the possibility of creating connections and keeping the participants returning is much greater.

Scaled Item Rubric

Trait	Weight	Possible Scoring	Rubric for Each Score
Familiarity	0.5	0, 1, 2, or 3	3: The game is recognized by all the participants. 2: The game is recognized by most of the participants. 1: The game is recognized by some of the participants. 0: The game is recognized by none of the participants.
Enjoyability	2	0, 1, 2, or 3	3: The game is enjoyed by all participants. 2: The game is enjoyed by most participants. 1: The game is only enjoyed by some participants. 0: The game is not enjoyed by any participants.
The Participants' Impairments	0.5	0, 1, 2, or 3	The impairments are dexterity, auditory processing, and visual processing. 3: The game considers all three impairments. 2: The game considers two of the impairments. 1: The game only considers one of the impairments. 0: The game considers none of the impairments.
Social Interaction	3	0, 1, 2, or 3	3: The game is played as a whole group. 2: The game is played on a team. 1: The game is played with other people. 0: The game is played on their own.




























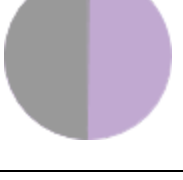


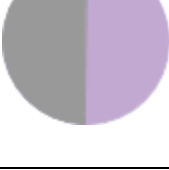

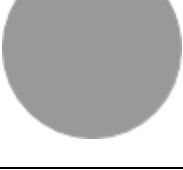


Representation of Best Game and Art and Craft Pairings























Very Good, Good, Fair, Poor

The chart below represents how well each of the games pairs with each of the arts and crafts. The full yellow circle represents ‘very good’, the half yellow half grey represents ‘good’, the half grey half purple represents ‘fair’, and the full grey circle represents ‘poor’. Once all of the spider charts were created, we determined their scores. Each pair had the potential to score a three, eight different times meaning the entire spider chart is filled. This number was compiled using the scaled items from both the game and the art and craft on four different dimensions consisting of familiarity, enjoyability, the participants’ impairments, and social interaction. A pairing received a score of ‘very good’ if it scored a three seven to eight times. A score of ‘good’ was given when the pairing has five to six threes. ‘Fair’ was given when the pairing had three to four threes and ‘poor’ was given to the pairings that had two or less.

	Ceramics	Collaging	Drawing Self-Portrait	Painting a Design	Painting a Still Life
Backgammon					
Broken Telephone					
Checkers					

Concentration					
Dominoes					
Durak					
Halalmola					
List Twists					
Lotto					
Jigsaw Puzzles					

Tag Saruh					
Word Search					
Word Wall					
Zelena					

Pairwise Comparison Chart

	Familiarity	Enjoyability	The Participants' Impairments	Social Interaction
Familiarity	-	1	$\frac{1}{2}$	1
Enjoyability	0	-	0	1
The Participants' Impairments	$\frac{1}{2}$	1	-	1
Social Interaction	0	0	0	-
Total	0.5	2	0.5	3

Ranking Sheet

Game:	Familiarity (.5)	Enjoyability (2)	Impairments (.5)	Social Interaction (3)	Total:
Memory Games					
Concentration	1	2	2	1	8.5
Lists Twists	0	2	2	0	5
Strategic Games					
Durak	3	3	2	1	11.5
Checkers	3	3	2	1	11.5
Backgammon	1	3	2	1	10.5
Dominoes	3	3	2	2	14.5
Jigsaw Puzzles	3	3	2	0	8.5
Word Games					
Pchacac Heraxos	3	3	2	3	17.5
Word Wall	0	0	3	0	1.5
Word Search	3	3	2	0	8.5
Games of Luck					
Lotto	3	3	2	3	17.5
Physical Games					
Halamola	2	2	2	2	12
Zelena	2	3	2	3	17
Tag Saruh	2	0	3	3	11.5

Enjoyment Survey Template (English)

Enjoyment Survey

Below is a list of statements. Please read each statement carefully, and indicate to what degree you agree with the statement. This is anonymous, so please be as honest as possible.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. I enjoyed today's game.					
2. I would like to play this game again next week.					
3. I have played this game before.					
4. I remember this game from my childhood.					

Enjoyment Survey Template (Armenian)

Խաղի հաճելի և նախկինում ծանոթ լինելու ուսումնասիրություն

Ստորև բերված են մի շարք պնդումներ: Խնդրում ենք ուշադիր կարդալ դրանցից յուրաքանչյուրը և նշել, թե որքանով եք համաձայն տվյալ պնդման հետ: Հարցումն անանուն է, ուստի խնդրում ենք հնարավորինս անկեղծ պատասխանել:

	Ընդհանրապես համաձայն չեմ	Համաձայն չեմ	Ո՛չ համաձայն եմ, ո՛չ էլ դեմ եմ	Համաձայն եմ	Լիովին համաձայն եմ
1. Ինձ դուր եկավ այսօրվա խաղը:					
2. Ես կցանկանայի այս խաղը կրկին խաղալ հաջորդ շաբաթ:					
3. Ես նախկինում խաղացել էի այս խաղը:					
4. Ես հիշում եմ այս խաղը իմ մանկությունից:					

Session Plan Template

The Memory Club
Session X
Month Day, Year

Attendees:

Overview

For the X session, the team decided to...

Objectives

- ...
- Provide a fun and beneficial experience for the participants!

Materials

- ...

Timeline Estimate

11:30 - Arrive
11:45 - Game setup
12:00 - Discussion
12:05 - Game Explanation
12:10 - Game (~35 min long)
12:45 - Thank you & Enjoyment Survey
12:50 - Tea and Snack Break
13:00 - Art and Craft
14:00 - Program Ends

Script

-BEFORE GAME-

.....

-GAME-

.....

-AFTER GAME-

We hope you all enjoyed today's game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.

Thank you for your participation!

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

Observation Protocol

The Memory Club Observation Protocol for Specific Individuals

Name of Observer:

Date:

Game:

The observer will spend as long as it takes to properly observe each participant every **5** minutes, recording the number of instances of each behavior.

Things to Look For:

No Eye Contact - Not engaging in either the game or with the other participants, could be seen as staring off into the distance/daydreaming

Confused Looks - Eyebrows raised, eyes squinted, eyebrows scrunched (or any combination)

Example of Anecdotal Records:

Specific examples of participant interest and engagement in the game (stay on task, persist during difficulty, evidence of boredom, evidence of enjoyment, evidence of responding to a challenge), specific examples of quality of interpersonal interaction/group dynamics (level of participation, distractions), specific examples of other aspects of the game that seem to influence the quality of the experience

Note that the behaviors may be able to be flipped from positive to negative. For example, if zero participants have a check in the “Not Participating” box that means that every participant is participating.

Name of Participant:

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions

Session Report Template

Week X - Month Day, Year

Special Attendees:

Number of Participants Present:

Participants Absent:

Main Observer(s):

General Observations	
Introduction	
Question Asked	
Responses	
Game	
Description	
Specific Observations (appropriate for skill level and impairments)	
Ways to Improve the Game for the Future	
Art & Craft	
Description	
Specific Observations (appropriate for skill level and impairments)	
Enjoyment Survey Results (linked to a spreadsheet):	
Did you enjoy today's game?	Graph
I would like to play this game again next week.	Graph
I have played this game before.	Graph

I remember this game from my childhood.	Graph
Ways to Improve Observations:	
Conclusions:	Based on these results...

Pictures:

There is one table for each of the participants.

Name of Participant:

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions

Test Results

MoCA Scores (Compiled)

PARTICIPANTS			
Participant Number	Pre Score	Post Score	Difference
1	30	27	-3
2	26	19	-7
3	28	25	-3
4	28	21	-7
5	23	26	3
6	14.5	15	0.5
7	24.5	23	-1.5
8	26	20	-6
9	26	29	3
10	27	26	-1
11	28.5	28	-0.5
16	14	19	5
17	19	29	10
COMPARISON GROUP			
Participant Number	Pre Score	Post Score	Difference
18	18	19	1
20	18	23.5	5.5
22	19.5	25.5	6
23	27	27	0
24	23	22.5	-0.5
25	21.5	25	3.5
26	25	25	0
27	22.5	19	-3.5
28	22	22	0
29	19	20.5	1.5

GAS-10 Scores (Compiled)

PARTICIPANTS						
Participant Number	Pre Raw Score	Pre T-Score	Post Raw Score	Post T-Score	Difference in Raw Score	Difference in T-Score
11	1	42	0	0	-1	-42
5	6	53	2	44	-4	-9
7	6	53	5	51	-1	-2
17	7	55	12	66	5	11
16	8	57	8	57	0	0
6	10	61	10	61	0	0
9	11	66	13	78	2	12
4	11	66	15	72	4	6
8	11	66	16	74	5	8
2	12	66	13	68	1	2
3	16	74	12	66	-4	-8
10	16	74	14	70	-2	-4
1	19	92	18	79	-1	-13
COMPARISON GROUP						
Participant Number	Pre Raw Score	Pre T-Score	Post Raw Score	Post T-Score	Difference Raw Score	Difference T-Score
20	5	51	8	57	3	6
18	6	53	4	48	-2	-5
26	6	53	13	70	7	17
27	6	53	10	61	4	8
28	7	55	13	70	6	15
24	11	66	4	48	-7	-18
29	11	66	9	59	-2	-7
23	14	70	13	70	-1	0
22	16	74	16	74	0	0
25	17	79	18	79	1	0

Weekly Materials

Week 1

Session Plan 1

The Memory Club

Session 1

March 13, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Mike Aghajanian, Prof. Holly Ault, Hasmik Jinanyan, and Arevik Antonyan

Overview

For the first session, the team chose Concentration for a number of reasons. The first reason is that there was already a memory game scheduled into The Memory Club program for this day. Secondly, the team would like to try to figure out what level of memory loss each participant has. Additionally, this game is very well known across many cultures, including Armenia, and requires very minimal materials. We didn't want to begin with a game that required too many materials as we don't know what is available to us. This session will also help us determine if there is a large gap in the level of ability, for example, this game is very easy to increase or decrease difficulty, therefore, we will be able to observe which participants chose a more or less difficult version.

If the participants of the program don't know we each other, an icebreaker will be implemented before the game. We want the participants to be comfortable around each other. The goal of the icebreaker is to introduce the participants to one another and establish a positive environment for The Memory Club. If the participants of the Memory Club already know one another, the Icebreaker portion will be skipped, and the group will move directly to the introduction and Concentration game.

Objectives

- To introduce the participants to one another and set the stage for a positive atmosphere in The Memory Club
- Familiarize the participants with the Memory Team and Hasmik, establish communication
- Improve and practice short term memory by playing "Concentration"
- Provide a fun and beneficial experience for the participants

Materials

- 5-6 Packs of traditional French-style playing cards

Timeline Estimate

11:30 - Arrive
11:45 - Game setup
12:00 - Introduction, game explanation, and icebreaker
12:15 - Game (15 min long)
12:30 - Thank you & Enjoyment Survey
12:45 - Discussion on Best Brain Foods
13:00 - Painting with HDIF
14:00 - Program Ends

Script Idea

-BEFORE GAME-

Hi everyone! We are Sofie, Brie, Braden, and Nick and we prepared a game for you all to play today for Memory Club! We are all students from Worcester Polytechnic Institute in the United States and we have prepared the game portions for this program.

-ICEBREAKER-

First, to help get to know everyone, we will be playing a name game. First, everyone sits or stands in a circle. The facilitator starts by saying their name, followed by a food that starts with the same first letter. For example, if your name was Nick, you could say “Hi, I’m Nick Nectarine”. The next person in the circle moving clockwise, would say their name and food and then identify the two previous to them, in order, using their name and alliteration. The first person to go (usually the facilitator) would then go over everyone's name and alliteration to finish the activity.

-CONCENTRATION GAME-

The game we will be playing today is a memory game, called concentration. The facilitators will place 16 cards, comprised of 8 pairs, in a square face down. The goal of this game is to flip over two matching cards with the same number. If the two cards don’t match after flipping them over, the player will then flip them back facing down. Then, the next player will take a turn flipping two cards over to see if they were a match. Once a match has been found, the player who found the match removes them from the boards and holds on to it. Each player takes a turn flipping over cards until all the cards have been matched. The player with the most pairs at the end wins.

Please let us know if you find the game either too difficult or too easy because we can increase the difficulty by adding more cards, or we can make it easier by taking cards away.

-AFTER GAME-

We hope you all enjoyed today's game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.

Thank you for your participation!

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

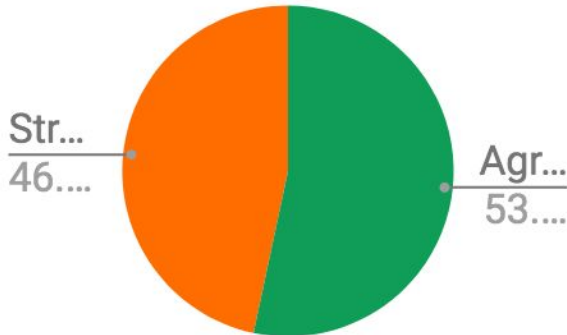
Session Report 1

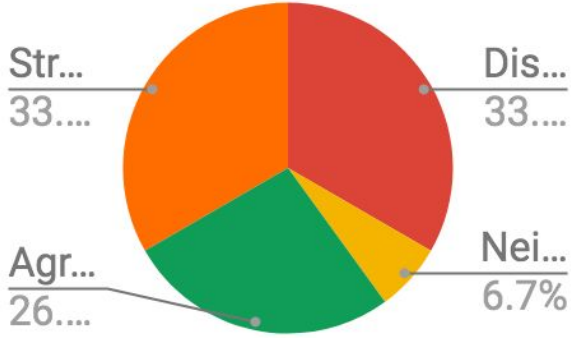
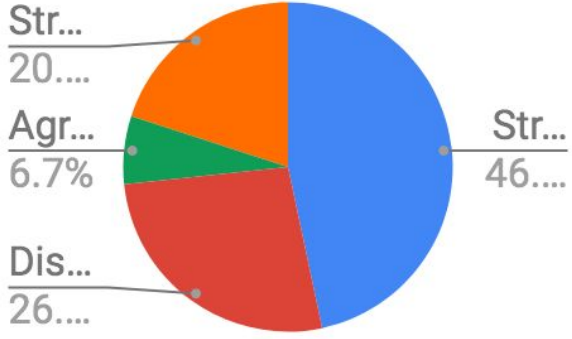
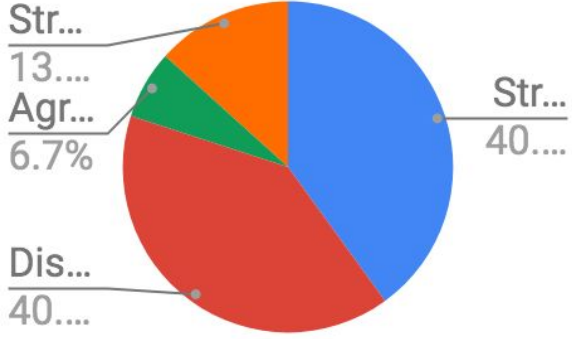
Week 1 - March 13th, 2019

Special Attendees: Holly Ault, Mike Aghajanian, and Arevik

Number of Participants Present: 15

General Observations	Many of the participants had a hard time picking up the cards, almost all of them got tired and needed a break. The game explanation took a lot of time out of playing the game and the planned discussion.
Introduction	Icebreaker - Introduce yourself by saying your name with an adjective that starts with the first letter of your name. Then introduce the two people to right by saying their name and adjective.
Thoughts	Many of the participants were unable to do this. Some were unable to remember the person's name before them, and some never heard anyone else's name. However, there were some participants that were able to remember some names.
Game	Concentration
Description	A deck of standard playing cards is laying face down in a 4x4 matrix with 8 pairs. The participants pick up 2 cards and try to find a match. If they found a match, they collected the pair. If they were unable to make a match, they put the cards face down in the same spot they got them and waited their turn to try again.
Specific Observations (appropriate for skill level and impairments)	5 participants stopped playing early. Participant 7 and 6 were getting frustrated

	with how much they were struggling.						
Ways to Improve the Game for the Future	Play with blocks or something more 3D to make it easier for the participants to pick up. Remind and help the participants place the card back where they found it because they were making it much harder for themselves when they didn't put it back in the same place each time.						
Art & Craft	A Still Life						
Description	A few items such as a jug and a vase of flowers were set in front of a backdrop for the participants to try and replicate in their paintings. An instructor from HDIF came and showed how to start the painting in pencil for an outline and fill it in with the paint.						
Specific Observations (appropriate for skill level and impairments)	Participant 2 could not participate in painting because she has very poor vision. Participant 6 did not start painting on his own until one of the ladies from Orran made a sketch for him. Once a basic sketch of the scene was created, then he began to paint. All, besides participant 2, were able to paint.						
Enjoyment Survey Results: https://docs.google.com/spreadsheets/d/1sOie1AbCjj4oFFm-tm7cFkLQ-t9u1BLAamFuVWR5is/edit?usp=sharing							
Did you enjoy today's game? Strongly Agree - 46.7% Agree - 53.3%	 <p>The pie chart displays two segments: an orange segment on the left representing 'Strongly Agree' at 46.7%, and a green segment on the right representing 'Agree' at 53.3%.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>46.7%</td> </tr> <tr> <td>Agree</td> <td>53.3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	46.7%	Agree	53.3%
Response	Percentage						
Strongly Agree	46.7%						
Agree	53.3%						

<p>I would like to play this game again next week.</p> <p>Disagree - 33.3%</p> <p>Neither Agree Nor Disagree - 6.7%</p> <p>Agree - 26.7%</p> <p>Strongly Agree - 33.3%</p>	 <p>Str... 33....</p> <p>Dis... 33....</p> <p>Nei... 6.7%</p> <p>Agr... 26....</p>
<p>I have played this game before.</p> <p>Strongly Disagree - 46.7%</p> <p>Disagree - 26.7%</p> <p>Agree - 6.7%</p> <p>Strongly Agree - 20%</p>	 <p>Str... 20....</p> <p>Agr... 6.7%</p> <p>Dis... 26....</p> <p>Str... 46....</p>
<p>I remember this game from my childhood.</p> <p>Strongly Disagree - 40%</p> <p>Disagree - 40%</p> <p>Agree - 6.7%</p> <p>Strongly Agree - 13.3%</p>	 <p>Str... 13....</p> <p>Agr... 6.7%</p> <p>Dis... 40....</p> <p>Str... 40....</p>
<p>Conclusions:</p>	<p>Based on these results...</p>
	<p>The participants seemed to struggle a bit with the Icebreaker. It was a good idea to make the elderly only remember the previous two names. Hearing impairments were a major issue for some participants. The participants seemed to enjoy this game however were not familiar with this game from their childhood. Also, some of the participants seemed to be done and tried with the game after only</p>

	<p>playing it for a short amount of time. The day as a whole was a big success, but the team wishes to pick a game that is more familiar and more enjoyable to a larger spectrum of the group, to get more people involved for a longer time. This way the participants can gain the most benefits and improve their MoCA scores.</p>
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Week 2

Session Plan 2

The Memory Club
Session 2
March 20, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan

Overview

For the second session, the day will be broken up into four parts:

- Introduction and Conversation
- Game of the Week
- Snack Break
- Art with HDIF

The first section is the Introduction and Conversation portion of the program. This section of the program was recommended by Dr. Jane. The goal of this section to build trust between the participants, and facilitators of the program. This week we will ask the questions of:

“How have you been since Last Wednesday?”

“How are you feeling about today?”

This will be translated by Hasmik to the group, and the group will observe how excited or happy the participants are for the Memory Club. In the coming weeks, the team hopes to ask more in-depth questions, but for now, the team only wants to build trust.

In the second section, the team has decided to implement Lotto into this week’s program. After reading the Enjoyment and Familiarity surveys, the team decided the best course of action would be to not play Concentration again because it was not extremely familiar to the participants and not many people wanted to play it again. Lotto has come up in our research as a Soviet Era popular game, often called “Lotto” or “Russian Lotto”.

Next, the team wants to give the participants a break by implementing time for a snack break into the program. This will give time for the participants to caffeinate and recharge before the HDIF Craft portion.

Lastly, the HDIF will be hosting their craft portion for the remainder of the time.

Objectives

- Promote a trustworthy environment with the conversation portion.
- Provide a fun and beneficial experience for the participants with Lotto.

- Let the participants relax and recharge with a snack break.
- Support the Craft portion of the Program, by facilitating and helping the elderly

Materials

- Paper Lotto Boards (made by the WPI Team)
- Lotto Game set for reference (if found, or available)
- Markers (at Vanadzor Orran)
- Surveys (printed and brought by the WPI Team)
- Pencils for Survey (at Vanadzor Orran)

Timeline Estimate

11:30 - Arrive/Game Setup
 11:40 - Introduction and Conversation
 12:00 - Game Explanation & Play
 12:30 - Thank you & Enjoyment Survey
 12:45 - Snack Break
 13:00 - Painting with HDIF
 14:00 - Program Ends

Script Idea

-BEFORE GAME-

“Hello and welcome to Week #2 of the memory club. We are excited to get to work this week! We first wanted to ask the question; How has your week been? How are you feeling about today?”

(The Team listens and analyze responses)

-LOTTO GAME-

“The Rules of Lotto are simple. The goal is to listen as the numbers are randomly called. If a number that is on your board is called, cross it off with a marker. If a number is called that is not on your board then you can not mark your board.”

We have made enough boards for three rounds:

- Round 1: First to fill any row wins
- Round 2: First to fill any two rows wins
- Round 3: First to fill the whole board wins (if time allows)

-AFTER GAME-

“We hope you all enjoyed today’s game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions. “

“Thank you for your participation!”

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

Session Report 2

Week 2 Memory Club- March 20th, 2019 Vanadzor, Orran

Special Attendees: Martin Burt, Jody Carregal, Morgan Shubert, Maddie Cuniff, and Arevik Antonyan

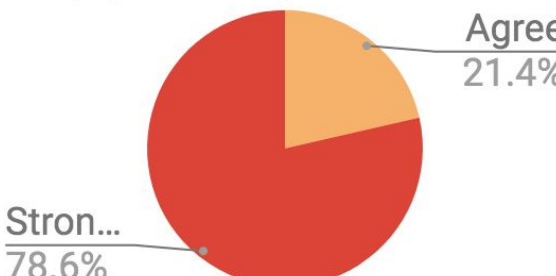
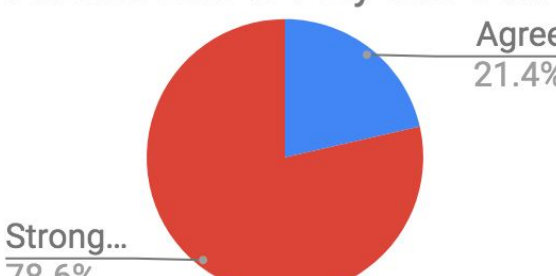
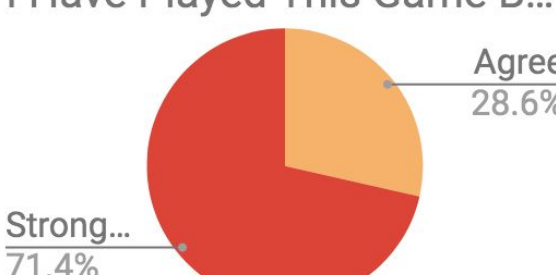
Number of Participants Present: 14

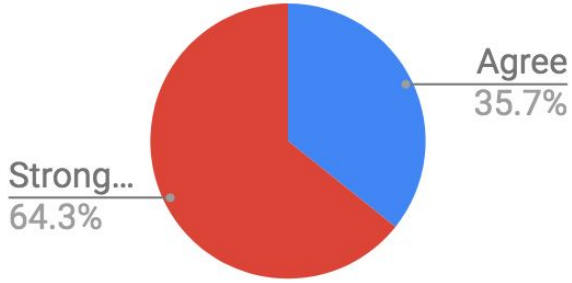
Participants Absent: 1

Main Observer: N/A

General Observations	<ul style="list-style-type: none">-The participants asked to play a second round of lotto-Explaining the instructions took a quarter of the time it did for concentration-The entire group was more enthusiastic about lotto than concentration-Not having cameras there made it a lot less overwhelming for everyone
Introduction	
Question Asked	“We are happy to see how! How was your week?”
Responses	<ul style="list-style-type: none">-“Our Elderly were very happy. They are becoming more and more active and happy.” Hasmik-Hasmik went on to say how The Memory Club is something they look forward to each week. Their lives are not extremely active. They come to Orran, get their hot meal, and go home.
Game	Lotto
Description	Lotto is very similar to Bingo, except there are 3 rows, with 9 columns instead of a 5x5 grid. A player “wins” when a row is completely filled (all the numbers in the row are called).
Specific Observations (appropriate for skill	-Very few people needed help finding the

level and impairments)	<p>numbers on their sheet, but the player next to them would also help out</p> <p>-The participants were counting down how many more spaces they needed in order to win either, the first, second, or third round. Even after we found a winner (the first person to fill their entire lotto board) they wanted more to be picked to see if anyone else would win.</p> <p>-the elderly were repeating some of the numbers in English</p> <p>-Participant 6 was more engaged today than he was last week. He was looking around a lot more and interacting with participant 11 throughout the session. Participant 11 would help him out if he missed a number. He did have a slight issue holding the marker.</p> <p>-Participant 2 had trouble seeing the board, her friend participant 4 (that sat to the left of her) assisted</p>
Ways to Improve the Game for the Future	<p>The main reason the participants missed a number on the board was because they couldn't hear it, therefore to make it better in the future, the person calling out numbers could say the number and hold something up with the number on it.</p>
Art & Craft	
Description	<p>Paper sheets with outlines of traditional Armenian ornaments were given to the participants to paint. Physical examples of the patterns (on pieces of cloth or bags) were available to use as bases for the designs.</p>
Specific Observations (appropriate for skill level and impairments)	<p>-Some of the participants stuck to traditional Armenian colors in their paintings (such as the flag colors: red, blue, and orange), while others went freestyle with what colors they used.</p> <p>-Participant 14 finished painting fairly early, and could not continue because she had broken her arm a year ago. However, she still painted a whole sheet, just like everyone else.</p>

<p>Enjoyment Survey Results: https://docs.google.com/spreadsheets/d/1sOie1AbCjj4oFFFm-tm7cFkLQ-t9u1BLAamFuVWR5is/edit?usp=sharing</p>							
<p>Did you enjoy today's game?</p>	<p>I Enjoyed Today's Game</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>78.6%</td> </tr> <tr> <td>Agree</td> <td>21.4%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	78.6%	Agree	21.4%
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<p>I remember this game from my childhood.</p>	<p>I Remember This Game Fr...</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strong...</td> <td>64.3%</td> </tr> <tr> <td>Agree</td> <td>35.7%</td> </tr> </tbody> </table>	Response	Percentage	Strong...	64.3%	Agree	35.7%
Response	Percentage						
Strong...	64.3%						
Agree	35.7%						
<p>Conclusions:</p>							
	<p>Based on observations, as well as the results of the enjoyment survey, Lotto was a success! This game was more familiar to the participants, and they enjoyed it more than last week's game. This made the length of play longer, and instruction time lower. It would be a good candidate for using in another separate Memory Club program as well.</p>						

Pictures: There are many more photos! They are available here:

<https://photos.app.goo.gl/fY66Fyvbem2k7Sjd8>

Week 3

Session Plan 3

The Memory Club
Session 3
March 27, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan

Designated Observer: Brie Fiorentino

Overview

For the third session, we will once again start with an introduction and discussion portion. The Team hopes to ask the question, “What has been your most favorite thing about the memory club?” The team hopes to ask this question to grow closer with the participants, but also learn what really gets them excited about coming every Wednesday.

The team will then move to the game of the week: Dominos. Dominos will be played in groups of four, having two players on a team playing against the other two. Teammates have to work together to beat the opposing team. Each player will put a domino end to end with another domino that has the same number until there is nowhere left to go. The goal of the game is to either make sure the opponents cannot place a domino or someone on your team has gotten rid of all of their dominos.

The participants will then move to their snack and coffee break and then move to paint with HDIF. This is the third-week HDIF will be doing a painting session. The first four weeks of the program is painting.

Objectives

- Have the participants work on a team during the game.
- Promote a trustworthy environment with the conversation portion.
- Provide a fun and beneficial experience for the participants with dominos.
- Let the participants relax and recharge with a snack break.
- Support the Craft portion of the Program, by facilitating and helping the elderly.
- Write down key observations to assist in further development of The Memory Club.

Materials

- Dominos, at least four sets (a combination of everyone)
- Pencils/markers (for the survey by Orran)

- Printed Surveys (by Memory Team)

Timeline Estimate

11:30 - Arrive & Game setup
11:45 - Introduction & Discussion (includes game explanation)
12:00 - Game (~30 min long)
12:30 - Thank you & Enjoyment Survey
12:45 - Tea & Snack Break
13:00 - Week #3 of Painting with HDIF
14:00 - Program Ends

Script Idea

-BEFORE GAME- (if necessary)

“Hello and we welcome you to Week #3 of the memory club. We are excited to get to work this week! We first wanted to go around the room one by one, and ask some questions; How has your week been? How are you feeling about today? What has been your most favorite thing about the memory club?”

(The Team listens and analyze responses)

-GAME-

Today we are playing Dominos! We will separate the room up into groups of 4. The game will be played 2v2. Teammates have to work together to beat the opponent team.

1. First, break off into groups of 4 and chose a partner to be on your team
2. Obtain a domino kit for each group. To scramble the dominos, lay them all face down, so none of the numbers are showing, and shuffle. Split the dominos equally among each player, each person should have seven dominos.
3. The team with the double six domino places it on the table to start the game
4. Each player will put a domino end to end with another domino that has the same number until someone doesn't have any pieces left. If you are unable to play, you give up your turn.
5. The goal of the game is to either make sure the opponents cannot place a domino or someone on your team has gotten rid of all of their dominos.

-AFTER GAME-

We hope you all enjoyed today's game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.

Thank you for your participation!

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

Session Report 3

Week 3 - March 27th, 2019

Special Attendees: Paula Quinn

Number of Participants Present: 10

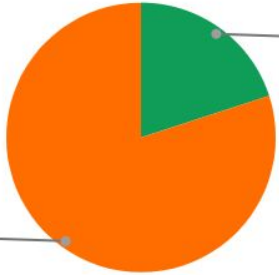
Participants Absent: 2, 16, 12, 3, and 8

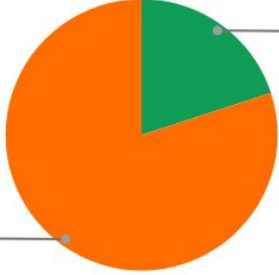
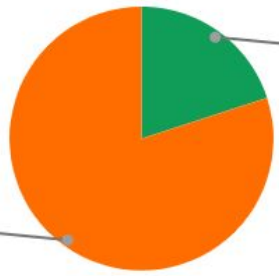
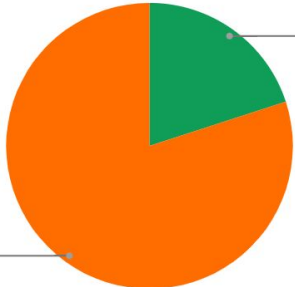
Main Observer: Brie Fiorentino

Observation Table

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:20	1	1					5
12:26	3	1					
12:32	2					2	2
12:37	2	2				1	
12:41	3	1					4
12:46	1		4				

General Observations	
Introduction	
Question Asked	How have you liked the program so far?
Responses	They all are all loving the program, the participants look forward to coming each week!
Game	Dominos
Description	Work in teams of 2 to lay all your pieces down on the table by matching your piece with the number that is on the board. The first person to play all their pieces wins!
Specific Observations (appropriate for skill	The domino pieces were small but everyone

level and impairments)	was able to pick them up/see the pieces, there were aspects of the game that we didn't explain that they took on themselves - maybe they remembered the rules from their childhood!						
Ways to Improve the Game for the Future	Play with the participants - the group that was comprised of all participants stopped playing sooner than the groups that had a member of the memory team playing with them						
Art & Craft							
Description	A self-portrait was done with pencil						
Specific Observations (appropriate for skill level and impairments)	Many participants seemed less interested than in other sessions of art. Only 1 participant took her drawing home to finish it and bring it back. When 2 participants were asked why they didn't bring their work home they said they didn't like what they had done. Probably too technical.						
Enjoyment Survey Results: https://docs.google.com/spreadsheets/d/1sOie1AbCjj4oFFFm-tm7cFkLQ-t9u1BLAamFuVWR5is/edit?usp=sharing							
Did you enjoy today's game?	<p>I enjoyed today's game.</p>  <p>A pie chart with two segments. The larger segment is orange and labeled 'Strongly...' with '80.0%'. The smaller segment is green and labeled 'Agree' with '20.0%'.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly...</td> <td>80.0%</td> </tr> <tr> <td>Agree</td> <td>20.0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly...	80.0%	Agree	20.0%
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Response	Percentage						
Strongly Agree	80.0%						
Agree	20.0%						
<p>Conclusions:</p>	<p>Based on these results...</p>						
	<p>This session was better than concentration, but not as successful as lotto. It seems as though the familiarity aspect of the game is much more important than we had expected - the most successful games have been ones that they recognize. Most of the questions happened at the beginning and end so they were most likely for clarification of the game and then asking when we would be moving onto the art and craft.</p>						

Pictures: More photos are available here!

https://photos.google.com/share/AF1QipPDSi3_0VQqXLRX_7-eMlww1ZwlOwnAmY0e5uf25TjuZUw6Vn5LC9VGpi7s1raPxA?key=ZUN3NEVBSzZjY1lyUDVTUTVxRXdiREtUM3BpdW9B

Week 4

Session Plan 4

The Memory Club

Session 4

April 3, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan

Overview

For the discussion portion, we will be asking the participants, “What do you hope to gain from the Memory Club?” This will help us plan the rest of the Memory Club sessions!

For the fourth session, we will be playing Pchacac Heraxos, also known as Broken Telephone. The participants will sit in a circle, and one person will start the train. They will come up with a word or a phrase and tell it to the person on their left so only that person can hear what they are saying. The person who heard the word or phrase will then tell the person to their left the first thing that comes into their mind when they hear the initial phrase. This will happen until the last person (the person to the right of the one that started) has heard a word. They will say it out loud to the whole group, and the person who started will say the phrase that it started with. We can repeat this as many times as the participants want with a new person starting each time. If this game does not go well, the participants can play dominos instead.

Once the game is over, the participants will have their snack break and do their last session of arts and crafts with HDIF.

Objectives

- Encourage social interaction between the participants, and less with the WPI Students
- Have Participants use creative thinking
- Provide a fun and beneficial experience for the participants

Materials

- The 4 sets of Dominos (on standby)

Timeline Estimate

11:30 - Arrive

11:45 - Game setup
12:00 - Discussion
12:05 - Game Explanation
12:10 - Game (20 min long)
12:30 - Thank you & Enjoyment Survey
12:45 - Tea and Snack Break
13:00 - Painting with HDIF
14:00 - Program Ends

Script Idea

-BEFORE GAME-

The question that we would all like you to answer this week is: “What do you hope to gain from the Memory Club?”

-PCHACAC HERAXOS-

1. The participants will sit in a circle, and one person will start the game.
2. The starter will come up with a word or a phrase and tell it to the person on their left so only that person can hear what they are saying.
3. The person who heard the word or phrase will then tell the person to their left the first thing that comes into their mind when they hear the initial phrase.
4. This will repeat until the last person (the person to the right of the one that started) has heard a word.
5. The last person will say what they come up with out loud to the whole group.
6. The person who started will say the phrase that they started with to the whole group.

We can repeat this as many times as the participants want with a new person starting each time. If this game does not go well, the participants can play dominos instead.

-AFTER GAME-

We hope you all enjoyed today’s game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.

Thank you for your participation!

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

Session Report 4

Week 4 - April 3rd, 2019

Special Attendees: N/A

Number of Participants Present: 12

Participants Absent: Participants 8, 12, and 2

Observers: Each team member observed 3 participants

Braden: Participant 9, Participant 14, and Participant 4

Brie: Participant 3, Participant 10, and Participant 7

Nick: Participant 1, Participant 11, and Participant 17

Sofie: Participant 5, Participant 6, and Participant 8

General Observations:

~12:18 - Explaining game number 2

12:22 - Everyone was yelling things out, participating in the game

12:24 - Changing to game 3, association

~12:28 - Association was being explained, no playing

12:40 - Asked to play dominos, played 2 rounds but could have played more

-Were very excited to see us, smiled and waved when we walked in

-The time in between each game was too much

-Most of the time observing no game has been played because it's moving so fast

-Got tired with broken telephone very quickly - went through 2 rounds in less than 5 minutes

-4 minutes in Hasmik adjusted the game so the participants had to say a word that started with the last letter of the word that the person said before them

-Association, almost everyone participated and would yell out a word and then Hasmik would mediate them to come up with a final word

-The association game can be seen below

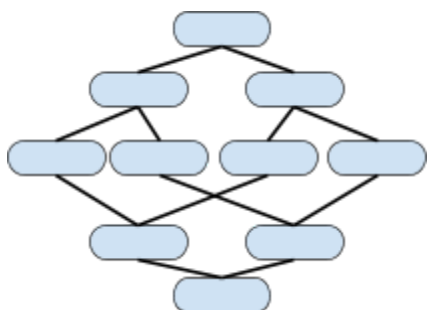
-They started with the word "Patriot" and came up with words that connected to patriot

-All communicating with each other

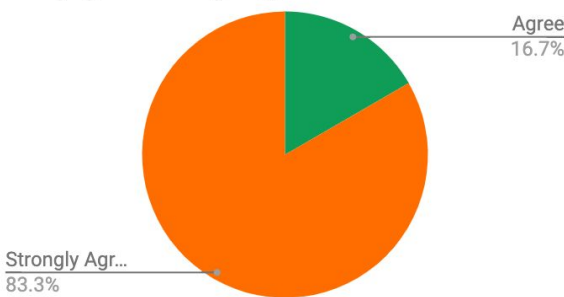
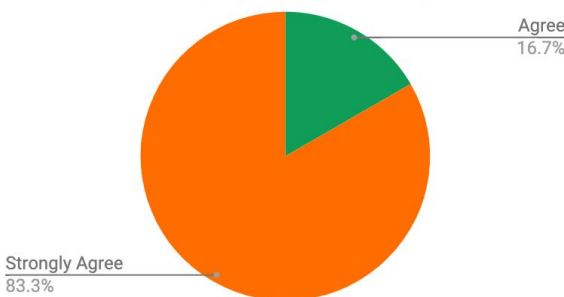
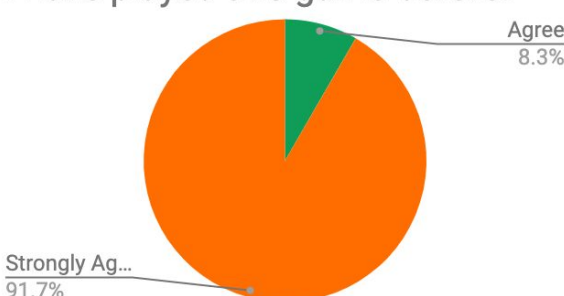
-Participants were laughing at Participant 11's comments

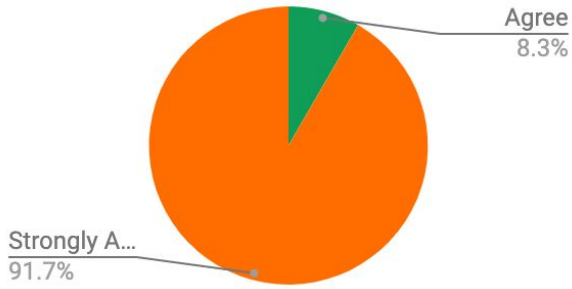
-Took a walk after the snack break, first time doing this. Some of the participants went outside in the courtyard. Participants 8 and 4 were the only ones who didn't get up

-Played dominos afterward, made people talk, smile, and laugh



Introduction	
Question Asked	What are your favorite parts so far? What would you like to see in the future? Feedback? How is this program helping you?
Responses	<ul style="list-style-type: none"> -They're favorite parts so far have been playing lotto, painting, and playing dominos -The card game was difficult for them -The program helps them remember their past, allows them to forget about their problems, helps them concentrate/boosts their intellect
Additional Statements Translated to the Group After Enjoyment Survey	"Thank you guys for trying out these games today. We understand that they are not traditional games you might see in the Memory Club, but we hope you still enjoyed them!"
Game	Broken Telephone
Description	Like telephone, but instead of repeating what you heard, you say the first thing that comes to their mind when they hear the phrase.
Specific Observations (appropriate for skill level and impairments)	See below for individual participants' charts
Ways to Improve the Game for the Future	Have many backup games, this game only lasted about 5 minutes
Art & Craft	Collage
Description	The participants were given a basket and a series of colored sheets that had flowers, leaves, and butterflies on them. They cut out all the flowers, leaves, and butterflies and pasted them on to make a pretty basket.
Specific Observations (appropriate for skill level and impairments)	All participants were able to cut the paper, there were not enough baskets for everyone so some people had to share, but they ended up making their own basket - would have been best if there was enough for everyone

<p>Enjoyment Survey Results:</p> <p>https://docs.google.com/spreadsheets/d/1sOie1AbCjj4oFFFm-tm7cFkLQ-t9u1BLAamFuVWR5is/edit?usp=sharing</p>							
<p>Did you enjoy today's game?</p>	<p>I enjoyed today's game.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>83.3%</td> </tr> <tr> <td>Agree</td> <td>16.7%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	83.3%	Agree	16.7%
Response	Percentage						
Strongly Agree	83.3%						
Agree	16.7%						
<p>I would like to play this game again next week.</p>	<p>I would like to play this game again next...</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>83.3%</td> </tr> <tr> <td>Agree</td> <td>16.7%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	83.3%	Agree	16.7%
Response	Percentage						
Strongly Agree	83.3%						
Agree	16.7%						
<p>I have played this game before.</p>	<p>I have played this game before.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>91.7%</td> </tr> <tr> <td>Agree</td> <td>8.3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	91.7%	Agree	8.3%
Response	Percentage						
Strongly Agree	91.7%						
Agree	8.3%						

I remember this game from my childhood.	<p>I remember this game from...</p>  <table border="1"> <caption>Survey Results: I remember this game from...</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly A...</td> <td>91.7%</td> </tr> <tr> <td>Agree</td> <td>8.3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly A...	91.7%	Agree	8.3%
Response	Percentage						
Strongly A...	91.7%						
Agree	8.3%						
Ways to Improve Observations:	<p>For a shorter game such as this one, a shorter time in between each observation would be very beneficial. The game would finish a round in less than 5 minutes, so the times that we were observing were not actively playing. In addition, the team observed a lot of similar actions over the course of the game portion and were all able to handle the three participants with ease. Therefore, in the future Memory Clubs, only 2 members of the team need to be observing and each member can take half of the group.</p>						
Conclusions:	<p>Based on these results...</p> <ul style="list-style-type: none"> -The participants are comfortable with each other (whispering in each others' ears) -Even if we did not engage in the game, they still would still try to interact with us (by giving us thumbs ups and smiles) -Participants still enjoyed the game even if we did not participate -A game like telephone was too short to play for a whole session for the program so other games needed to be added last minute 						

Name of Participant: Participant 3

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:12	X	X					

12:17	X	X					
12:22							
12:27							
12:32							
12:37							

Name of Participant: Participant 10

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:12							
12:17							
12:22							
12:28							
12:32							
12:37							

She looked tired - rubbing her eyes in between games

Name of Participant: Participant 7

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:13	X						
12:18							
12:23	X						
12:29							
12:33							
12:38	X						X

During the walk time, she went up to Sofie and said “Good day” and then said “Sofie, where are you?” and placed her hands on my shoulders

Name of Participant: Participant 9

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:13		X					
12:16	X	X					
12:19							
12:22				X			
12:33							
12:38				X			

Very engaged, leaning towards person speaking

Talking out of turn, enthusiastic about game

Looks bored/tired, fiddling with glasses

First instance of no eye contact - lost in thought

Second instance of no eye contact - keeps looking around at other participants

At 12:30 had head in hands

Name of Participant: Participant 14

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:14	X	X					
12:17	X	X					
12:20				X			X
12:25						X	
12:31							
12:35							

Looking at people speaking

Name of Participant: Participant 4

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:12	X						
12:15				X			
12:18						X	
12:21	X						X
12:32							
12:37	X					X	

Whispers directly in a person's ear, very comfortable with each other

12:21 - Talking to the Orran staff (Hasmik and other facilitator) a lot

12:18 - Hasmik was speaking

Name of Participant: Participant 1

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:11	X						
12:16				X			
12:21		X				X	
12:26				X			
12:31			X	X			
12:36							

12:21 - like a confused funny/laughter, like the game isn't going as planned but is still fun

Seems annoyed - could just be her resting face

Seems disinterested - she has moments of "restlessness" and puts her hands on her head like she's tired

Put on her jacket

12:36 - no expression, looking at the board but nothing overwhelming good or bad

12:37 - laughing

Name of Participant: Participant 11

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:10	X	X					
12:15	X	X					
12:20	X						
12:25			X			X	
12:30	X						
12:35		X					

Seems to be having a fun time

Looks anxious when it's nearing his turn in telephone

12:35 - says something for the game, is engaged and focused

Name of Participant: Participant 17

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:32							
12:37							

Came in late

12:32 - participating but settling in still

Name of Participant: Participant 5

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:13							
12:18							
12:23							
12:33							

12:38							
-------	--	--	--	--	--	--	--

12:20 - made a joke & giggled

12:23 - smiled at Sofie when noticed she was looking

12:36 - has been giggling a lot

Has been smiling a lot

Once dominos started, he beckoned Sofie over to play with him and Participant 6

Name of Participant: Participant 6

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:13							
12:18							
12:23	X						
12:33	X						
12:38							

Smiled and waved when we walked in

Spoke up in the group - probably the first time ever!

12:33 - gave Sofie a thumbs up

Will look at Hasmik then away again as if in thought

Asked to play dominoes from the very beginning

Name of Participant: Participant 8

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:13	X						
12:18							
12:23	X						
12:33							
12:38	X						

Continuously looks at the board and then away, maybe in thought?

Week 5

Session Plan 5

The Memory Club
Session 5
April 10, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan, Elizabeth Aghajanian, Holly Ault, Armine Hovannisian

Overview

For the discussion portion, we would like to ask the participants: “How are you feeling today?” and “Are you excited to try pottery?” We would like to check in with the participants to see how they are doing.

For the game, we would like to give the participants to option to play backgammon or checkers. The whole group doesn’t have to play the same game, the group can split up based on who would like to play which game. If there is not an even amount of people for each game, one of the team members will step in to play the game with the participant. We are assuming that everyone knows how to play each game, but if not the rules for both are below.

Over the course of the game, the team will help the participants learn a few words in English if they are interested. The words will be the colors of the checker and backgammon pieces: red, black, and white.

After the games are finished, the participants will have their tea break and start their first pottery session!

Checkers:

1. Each player places his or her pieces on the 12 dark squares closest to him or her.
2. Black moves first. Players then alternate moves.
3. Moves are allowed only on the dark squares, so pieces always move diagonally. Single pieces can only make forward moves (toward the opponent).
4. A piece making a non-capturing move (not involving a jump) may move only one square.
5. A piece making a capturing move (a jump) leaps over one of the opponent's pieces, landing in a straight diagonal line on the other side. Only one piece may be captured in a single jump; however, multiple jumps are allowed during a single turn.
6. When a piece is captured, it is removed from the board.
7. If a player is able to make a capture, there is no option; the jump must be made. If more than one capture is available, the player is free to choose whichever he or she prefers.

8. When a piece reaches the furthest row from the player who controls that piece, it is crowned and becomes a king. One of the pieces which had been captured is placed on top of the king so that it is twice as high as a single piece.
9. Kings are limited to moving diagonally but may move both forward and backward.
10. Kings may combine jumps in several directions, forward and backward, on the same turn. Single pieces may shift direction diagonally during a multiple capture turn, but must always jump forward (toward the opponent).
11. In order to win the game, you must remove all of your opponent's pieces from the board

Backgammon:

1. The points start from the edges of the board nearest the players and are directed inwards so that they form two rows of 12 points opposite each other. A bar bisects the board and the two tables on one side are designated the "inner tables" or "home tables", the others being referred to as the "outer tables". Traditionally, the inner tables should be positioned facing the greatest light source.
2. There are fifteen white disks, fifteen black disks, two dice, two dice shakers and a doubling cube. The doubling cube is a die having the numbers 2, 4, 8, 16, 32 and 64 inscribed upon its 6 faces.
3. Each player attempts to move all his pieces into the inner table nearest to him (his home table) and once that is achieved, to move or "bear" the pieces off the board. The first player to do this wins.
4. Pieces can only move in one direction - from the opponent's inner table through the opponent's outer table, back through the player's outer table and finishing in the player's inner table. White pieces move in a clockwise direction, Black moves in an anti-clockwise direction. Since the inner tables point towards the light, it should therefore be clear who sits where.
5. For the purposes of describing the starting position, the points will be numbered 1 to 12 on either side of the board starting with the first square of the inner table and finishing with the last square of the outer table. On Black's side, position 2 white pieces on point 1, 5 black pieces on square 6, 3 black pieces on square 8 and five white pieces on square 12. White's side should mirror this arrangement exactly.
6. To begin, each player rolls one die each at the same time. If a double is rolled, then the stake is doubled and both players roll again. This is repeated until one player rolls a higher number than the other. The player with the highest throw then uses the dice throw from both players to take the first turn and also chooses to play white or black (and thus which side to sit).
7. At any time after the first turn, either player can offer to double the stakes prior to casting the dice. Upon being presented with such an ultimatum, the other player must choose either to forfeit the game and the current stake or accept the offer.

8. Once the stake has been doubled once in this way, only the player who accepted the most recent offer to double the stake can offer to re-double it. Whenever this happens, the other player either forfeits the game or accepts the double and the opportunity to offer the next double.
9. The doubling cube is used to record the current amount of the stake.
10. Each turn consists of the opportunity to move counters towards the player's inner table according to the roll of the two dice. Unless a double is thrown, two moves are allowed, one for each number on the dice. When a double is thrown, four moves are allowed of the number on the dice. Player's are not allowed to pass on their moves - as many moves as possible must be made each turn.
11. A point with two or more pieces of the same color on it is safe - the opponent cannot land a piece on such a point.
12. A point hosting only one piece is called a "blot". Such a piece is vulnerable - if the opponent lands on this point the piece is captured and moved to the bar (this means physically placed on the middle bar dividing the board).
13. Captured pieces are re-entered on the furthest point from the player's inner table. A throw of 1 allows the piece to move from the bar to point one of the opponent's inner table. A throw of 5 allows the piece to enter at point 5 of the opponent's inner table.
14. If a player has one or more pieces on the bar, no other pieces can be moved until all such pieces have re-entered play. So if the dice throw and position of enemy pieces prevents a player from re-entering a piece onto the board from the bar, the player cannot move any other piece and play passes to the opponent.
15. A point hosting two or more of the opponent's pieces is said to be "blocked". If six points in a row are blocked, the opponent is said to have formed a "prime". This is a highly advantageous achievement because a prime cannot be traversed by an opponent but is completely free to be traversed by the player who created it.
16. Once all pieces are present in a player's inner table, that player can start "bearing off". A throw of 1 allows a player to bear off a piece from point 1 of his inner table, a throw of 2 allows a player to bear off a piece from point 2 of his inner table and so on. Pieces borne off are simply removed from the board.
17. Player's do not have to bear off - if available, they can choose to move a piece within their inner table instead. This is often done to pair up singlets in order to prevent them from capture.
18. When a player rolls a number that is higher than the highest point of the inner table upon which that player has pieces, the player is allowed to bear off the next highest piece.
19. For example, with a roll of double 5, if the player has a piece on point 5, two pieces on point 3, one piece on point 2 and one piece on point 1, the player would bear off the four highest placed pieces and be left with just one piece on point 1.

20. If after starting to bear off, a player's piece is captured, that piece must re-enter at the other side of the board and bearing off cannot restart until all pieces are once again residing in the inner table.
21. The first player to bear off all pieces wins the game.
- If the opponent has borne off at least one piece, a single game is won and the current stake is forfeited.
 - If the opponent has not borne off any pieces, this is a "gammon" and worth double the current stake.
 - If the opponent has a piece left on the bar or within the opponent's inner table, this is a "backgammon" and worth triple the current stake.

Objectives

- To introduce a more difficult game to see if that affects how much they're enjoying the games/the program
- Give the participants an option so they are still able to play something that they will participate in
- Provide a fun and beneficial experience for the participants

Materials

- 8 checkers/backgammon boards (assuming that they are the same board with checkers on one side and backgammon on the other)

Timeline Estimate

11:30 - Arrive
11:45 - Game setup
12:00 - Discussion
12:05 - Game Explanation
12:10 - Game (~35 min long)
12:45 - Thank you & Enjoyment Survey
12:50 - Tea and Snack Break
13:00 - Pottery with Elizabeth Aghajanian
14:00 - Program Ends

Script Idea

-BEFORE GAME-

Hi everyone! Today we will be playing either backgammon or checkers. Each person can pick for themselves what they would like to play, so find an opponent who would like to play the same game as you! If there is an uneven amount, someone from the team will come play with you.

-CHECKERS/BACKGAMMON GAME-

Please let us know if you need the instructions for the game, if not, you can start whenever you're ready!

-AFTER GAME-

We hope you all enjoyed today's game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey as honestly as possible and let us know if you have any questions.

Thank you for your participation!

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

Session Report 5

Week 5 - April 10th, 2019

Special Attendees: Holly Ault, Armine Hovannisian, Aaron Sakulich

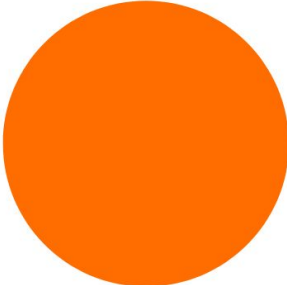
Number of Participants Present: 12

Participants Absent: Participant 16, Participant 2, and Participant 12

Main Observers: Nick and Brie

Introduction	N/A
Question Asked	N/A
Responses	N/A
Game	Checkers
Description	A game played with two different colored chips on a chess board. The players move their chips forward to try to eliminate all the opponent's chip from the board by jumping them. The person who loses all their pieces first loses.
Specific Observations (appropriate for skill level and impairments)	The pieces were quite small, maybe 1 cm in diameter, and all the participants were able to pick them up/move them. Some participants played much faster than others, but every group played two games.
Ways to Improve the Game for the Future	
Art & Craft	Ceramics
Description	The participants decorated slabs of clay using textured rolling bins and stamps and cut them out into the shape of an easter egg. The eggs can be used as coaster or anything else they want!
Specific Observations (appropriate for skill level and impairments)	A few participants had trouble cutting the egg shape out from the clay, but all were able to

	<p>decorate their egg the way that they wanted. Most participants were unable to use the roller to flatten out the clay, but some were able to use the patterned ones!</p>						
Enjoyment Survey Results:							
Did you enjoy today's game?	<p>I enjoyed today's game.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>91.7%</td> </tr> <tr> <td>Agree</td> <td>8.3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	91.7%	Agree	8.3%
Response	Percentage						
Strongly Agree	91.7%						
Agree	8.3%						
I would like to play this game again next week.	<p>I would like to play this game again next...</p> 						
I have played this game before.	<p>I have played this game before.</p> 						

I remember this game from my childhood.	I remember this game from my child... 
Ways to Improve Observations:	It would be best if the participants were situated in a way that the observer wouldn't have to walk around to see the faces of all the participants. The ideal situation is if the participants do not know that they're being observed. It could bias results even more if they know they're being observed and it's more obvious when the observer is walking around with a clipboard.
Conclusions:	Based on these results...
	There were some participants not participating this week compared to any week previous, especially at the end, but, all of the enjoyment survey results show that the participants had fun. Therefore, we can conclude that checkers is a game that is only enjoyable for a short amount of time. A game with a competition seems to get more replayability as well as enjoyment. Also, it seems like it depends on who they are playing with to help set the mood of the game.

Pictures: Here is the link to our google photos folder with all the pictures from Week 5!

<https://photos.google.com/share/AF1QipPAxwa3JhSMi29fk3FCwCITN8LHKmN452KVAv-vxDbAYuFcAgERybwK6Hc69IwtOA?key=dzBTZVY3cGNVOXdWeWRrZzJsOGNSOUNQOHZLQIR3>

General Observations

- Four people finished early and while waiting they were looking around the room, not talking to one another, just waiting. Some chose to watch other people finish their matches.
- When the participants capture someone else's piece, they smile and sometimes cheer or clap
- Most of the time they are focused on the game so there is not a lot of laughing and more serious faces
- Pieces were small but easy to slide on the board and participants were able to pick them up
- Participant 6 needed help playing the game as well as needed help with the clay
- One half of the room was more talkative and the other was very focused on playing the game.
- Once lotto started, the room got louder, especially once the participants knew prizes were involved, they became competitive
- Participant 17 pushed away from the calendar prize like she didn't want it after she picked one out
- The team learned that Backgammon is a game mainly only played by men in Armenia, so no one utilized the backgammon boards

Name of Participant: Participant 11

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:18	X						
12:23	X						
12:28							
12:33			X	X			
12:38			X	X			
12:43	X						

At 12:33 and 12:38 he was waiting for the next game then at 12:43 he was playing lotto
Was done playing after two games

Name of Participant: Participant 3

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions

12:18							
12:23		X					
12:28							
12:35			X				
12:40			X	X			
12:45	X	X					X

I was off a little (at 12:35 because I got confused for my timing)

Was done playing after two games

Waiting at 12:35 and 12:40

When playing lotto she kept asking for Braden to pull the numbers faster

Name of Participant: Participant 1

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:19	X						
12:24							
12:29			X	X			
12:35	X						
12:40							
12:45							

Was done playing after two games and didn't want to play backgammon

At 12:29 she had a very serious game face and was biting her lip with her eyes squinted

Waiting at 12:35

She was helping others finish their game at 12:40

At 12:45 she was rubbing her head and eyes and was looking very tired

Name of Participant: Participant 10

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
------	---------	----------	-------------------	----------------	-----------	----------------	------------------

12:19							
12:24							
12:29							
12:35			X				
12:40	X						
12:45							

Even when she won she did not smile

Waiting at 12:35

She smiled at 12:40 when Armine walked in the room

Name of Participant: Participant 5

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:19							
12:24							
12:29							
12:37							
12:42							X
12:47							

Name of Participant: Participant 7

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:20							
12:25	X						
12:30							
12:37	X	X					
12:42							

12:47							
-------	--	--	--	--	--	--	--

Name of Participant: Participant 8

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:18							
12:23	X						
12:28							
12:33	X						
12:38			X				
12:43							

12:18 - setting up game to play with participant 6

12:23- playing game and looks to be enjoying herself

12:28 -in deep focus playing the game

12:33 - talking with social worker, strategizing

12:38 - just finished survey

12:43 - carefully listening during Lotto

Name of Participant: Participant 6

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:19							
12:24	X	X					
12:29							
12:34							
12:39	X						
12:44							

12:19 - Participant 6 looks more lively than ever today

12:29 - focused on playing the game

12:34 - focused on playing the game

12:39 - smiling as soon as he received his Lotto board

12:44 - carefully listening

Name of Participant: Participant 14

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:20							
12:25							
12:30	X	X					
12:35			X				
12:40	X		X				
12:45							

12:20 - playing game with participant 9

12:25 - moves pieces by putting her finger on top of the checker, not sure if motor issue

12:30 - seems to be having fun, just won her game

12:35 - filling in survey, watching participant 8 and participant 6 play

12:40 - Looking at Lotto Board

12:45 - Looking at Braden

Name of Participant: Participant 17

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:21	X						
12:26	X						
12:31							
12:36			X				
12:41	X						
12:46							

12:21 - Playing with participant 4, seems happy
 12:26 - Talking to her opponent
 12:31- focused on playing the game
 12:41 - Lotto has started, large smiles
 12:46 - shaking her head because her number is not getting called.

Name of Participant: Participant 9

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:22	X	X					
12:27	X						
12:32			X				
12:37			X				
12:42							
12:47				X			

12:22 - very happy
 12:27 - talking with her opponent
 12:32 - finished playing two games, watching participant 6 and participant 8 play
 12:37 - still watching the participant 6 and participant 8 game
 12:42 - focused on finding her numbers in Lotto
 12:47 - prizes being given out now, lull in gameplay

Name of Participant: Participant 4

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:22							
12:27							
12:32							
12:37			X				
12:43							

12:47							
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12:22 - focused on playing the game

12:27 - talking to the social worker, and the people next to her

12:32 - focused on playing the game

12:37 - Watching participant 7 and 5 play checkers

12:43 - looking at social worker for help, participating still

12:47 - participating but beginning to look tired

Week 6

Session Plan 6

The Memory Club
Session 6
April 17, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan

Overview

For this session, the participants will be playing Zelana, Tag Saruh, and Halamola with some slight modifications. The team picked these three games because we are assuming each game will last for about two rounds. First, we will be playing Zelana, but instead of standing up and the last person to squat, the participants can sit in a circle have the last person to clap. This can also be changed for the last person to put their hand on their head, hands up in the air, hands on the table, etc. Next, for Tag Saruh, the participants will tell one of the facilitators where to hide an object while the another facilitator is not looking. Then together the participants will help the facilitator who was not looking, find the hidden object by saying whether they are “hot” or “cold” (in Armenian). They will sing faster and faster when the facilitator is close to the hidden object. Then finally for Halamola, the team created a hidden figure worksheet so the participants will not need to get up and play hide and seek. If possible we can make this a competition and have teams so the team person to complete the hidden pictures will win a prize!

Objectives

- Have the participants experience the benefits of music, through the game Zelena
- Provide a fun and beneficial experience for the participants

Materials

- Hidden figures (provided by the Memory Team)
- Pens
- An object to hide
- Prizes

Timeline Estimate

11:30 - Arrive

11:45 - Game setup
12:00 - Discussion, game explanation
12:15 - Games (30 min long)
12:45 - Enjoyment Survey & Snacks
13:00 - Pottery with Elizabeth
14:00 - Program Ends

Script Idea

-BEFORE GAME-

“Hello Everyone! We hope everyone had an enjoyable week! The WPI group just wanted to let you know the team will only be here for 1 more Memory Club Session after this one, so tell any of your friends that were absent today, please attend next week. We would all love to see you one last time before we travel back to America. Our last session will be a day of lots of fun, and we will prepare all the games from the previous weeks, so you can choose the activity.”

-Zelana, Tag Saruh, and Halamola-

“The team prepared multiple games for you this week! The team prepared Zelana, Tag Saruh, and Halamola.”

Zelena

1. For Zelena the participants will be sitting in chairs, in a circle and sing “Zelena”.
2. The host will then choose a random time to stop the singing.
3. The last person to clap, or do the required action, is then eliminated.
4. The rounds will continue until there is one person left

Tag Saruh

1. For Tag Saruh (hot & cold), one of the WPI Students or Orran workers will assist the participants in hiding a small object.
2. The participants will then sing, as a different WPI Student Searches for the item.
3. The participants will pick up the tempo of singing if the WPI Student gets closer to the object.

Halamola

1. For Halamola, the team prepared a Hidden Figures exercise. Make sure every person has a partner.
2. The objective is to search and find all the hidden items. The hidden items you must find within the photo are located at the bottom of the page.
3. The first team to find all the hidden items, wins.

-AFTER GAME-

“We hope you all enjoyed today’s game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.”

“Next week will be the last program that we will be running so make sure you all come! Thank you for your participation!”

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.

Session Report 6

Week 6 - April 17th, 2019

Special Attendees: Participant 1's Son, Surren

Number of Participants Present: 13

Participants Absent: Participant 2 and Participant 16

Main Observers: Sofie and Nick

General Observations	
Introduction	The team told the participants that the next memory club is the last one we will be attending and that it will be on next Tuesday instead of Wednesday.
Question Asked	N/A
Responses	N/A
Game	Zelena
Description	<ol style="list-style-type: none">1. For Zelena the participants will be sitting in chairs, in a circle and sing "Zelena".2. The host will then choose a random time to stop the singing.3. The last person to clap is eliminated.4. The rounds will continue until there is one person left
Specific Observations (appropriate for skill level and impairments)	<ul style="list-style-type: none">-The participants all looked rather confused at first but understood how to play the game after a few trial rounds-None of the participants wanted to be "out"-Participant 1 had the idea to add a "punishment" The last person to clap for that round would have to dance, sing, or recite a poem. The other participants would clap after they were done their "punishment."-Since it was hard to tell who was the last to

	<p>clap, the game was changed the participants had to put their hand on their head after clapping. Everyone laughed after the first round of playing with the new rule.</p> <p>- The game lasted 20 minutes.</p>
Ways to Improve the Game for the Future	<p>-The game should be explained the first time to clap and place your hand on your head. Changing the rules mid game can lead to confusion and extra time being devoted to explanations.</p> <p>-Instead of leaving the circle after someone loses, the participants should stay in the circle and help determine who was the last person to complete the action. This will keep the participants engaged.</p>
Game	Tag Saruh
Description	<ol style="list-style-type: none"> 1. For Tag Saruh (hot & cold), one of the WPI Students or Orran workers will assist the participants in hiding a small object. 2. The participants will then sing, as a different WPI Student Searches for the item. 3. The participants will pick up the tempo of singing if the WPI Student gets closer to the object.
Specific Observations (appropriate for skill level and impairments)	<p>When this game was introduced, the participants were very unenthusiastic about this game and asked to play another game. They suggested to play broken telephone again or dominos. The team decided to play Hidden Figures so this game was never played with the participants.</p>
Ways to Improve the Game for the Future	<p>To make the game more interesting, the participants could be split up into teams and whoever finds their object fastest wins and receives a prize.</p>
Game	Halamola

Description	<ol style="list-style-type: none"> 1. For Halamola, the team prepared a Hidden Figures exercise. 2. This was done in teams, so make sure everyone has a partner. 3. The objective is to search and find all the hidden items. The hidden items to be found within the photo are located at the bottom of the page. 4. The first team to find all the hidden items, wins.
Specific Observations (appropriate for skill level and impairments)	<ul style="list-style-type: none"> -They recognized the image was Geghard and seemed to enjoy the challenge of finding objects in the image -Participant 6 did not start his until someone encouraged him to. As soon as Hasmik talked to him, he began to play. -The participants said they really liked this game. -Everyone was looking very intently at their Hidden Figures -Some objects were easier to find than others (so everyone was able to find at least one object on their own) -One group seemed like they wanted help and Brie helped them find all the missing objects they had left. However, when Brie tried helping out another group, one participant shook her hand like she didn't want any more help. -Participant 6, after getting encouragement from Hasmik, then asked Braden for help. Braden helped him finish the sheet. They worked well into the snack break. -The Hidden Figures lasted between 5-15 minutes, depending on the abilities of the participants.
Ways to Improve the Game for the Future	Making the overall image larger would decrease the possibility of participants being unable to see the hidden objects.
Enjoyment Survey Results :	

Did you enjoy today's game?	<p>I enjoyed today's game.</p> 						
I would like to play this game again next week.	<p>I would like to play this game aga...</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>92.3%</td> </tr> <tr> <td>Agree</td> <td>7.7%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	92.3%	Agree	7.7%
Response	Percentage						
Strongly Agree	92.3%						
Agree	7.7%						
I have played this game before.	<p>I have played this game before.</p> 						
I remember this game from my childhood.	<p>I remember this game from my child...</p> 						
Ways to Improve Observations:	N/A						

Conclusions:	Based on these results the team concluded that both of the games that were played today were successes. Zelana could be fixed in the future, to better include the participants who have been eliminated. Hanamola was a challenging, cognitive activity, and two participants (8 and 6) needed a lot of help throughout the game. Participants should also feel comfortable when they are struggling to finish an activity, which is something that occurred with the participants today. As these games both are competitive, the participants seem to stay engaged more than other times in the memory club.
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Pictures: More can be found at this link:

https://photos.google.com/share/AF1QipPDSi3_0VQqXLRX_7-eMlww1ZwlOwnAmY0e5uf25TjuZUw6Vn5LC9VGpi7s1raPxA?key=ZUN3NEVBszZjY1lyUDVTUTVxRXdiREtUM3BpdW9B

General Timeline:

12:25 - They were all listening to Participant 3 talk about the rules of Zelena

12:40 - Tag Saruh is being introduced, none of them wanted to play it, asked for broken telephone or dominoes

12:43 - Everyone broke up to play “Halamola” - which was adapted to be Hidden Figures

12:50 - All are very focused on their Hidden Figures

~12:54 - Everyone was done except for 2 groups, Participants 5, 7, and 9 and participants 6 and 8
During Zelena, people were eliminated from the game, order from first to last elimination is: 5, 8, 1, 6, 17, 4, 12, 9, 11, 7, 3, and 10 was the winner

Name of Participant: Participant 4

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15	X						X
12:20							
12:30							
12:35							

12:45				X			
12:50							

12:20 - Talking to Arpine

12:35 - Chatting with participant 1 (both out of the game)

Name of Participant: Participant 1

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15							X
12:20	X						
12:30							
12:35							
12:45						X	
12:50							

Brought her son today.

12:19 - Did something wrong, was confused

12:23 - Was preparing to clap

12:27 - Got eliminated, was upset

Had the idea that you have to do a “punishment” if you got out, sing, dance or recite a poem

12:35 - Chatting with participant (both out)

12:45 - Chatting

12:50 - Cheating, looking at another person’s Hidden Figure

Name of Participant: Participant 14

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15							
12:20	X						
12:30	X						

12:35							
12:45							
12:50							

12:15 - Looking at Arpine

12:35 - Was out of the game so she was chatting with participant 17

Name of Participant: Participant 11

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15							
12:20	X						
12:30	X						
12:35	X	X					
12:45	X						
12:50	X						

He is always smiling

12:15 - Took a phone call

12:35 - Got out of the game

12:45 - Chatting a lot in the process for Hidden Figures

12:48 - Asking Braden something, is looking intently

Name of Participant: Participant 3

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15	X	X					
12:20							
12:30							
12:35	X						

12:45							
12:50							

She was super talkative today!

12:15 - running the show, explaining the game to everyone

12:20 - called out who was last, heard participant 6's name

12:45 - focusing on Hidden Figures

12:49 - clapped when she thought that her and participant 10 got them all

12:50 - first ones done with the Hidden Figures

Name of Participant: Participant 10

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15	X						
12:20							
12:30	X						
12:35							
12:45							
12:50							

12:20 - Engaged but straight faced, always the first one to call someone out

12:45 - Focusing on the Hidden Figure

12:50 - First one done, barely smiled when done

Name of Participant: Participant 12

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15	X						
12:20	X	X					
12:30	X						
12:35							

12:45							
12:50							

12:50 - Working hard with participant 11 on the Hidden Figure

12:53 - Brie and Braden are helping their group

Name of Participant: Participant 5

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:11		X	X				
12:16						X	
12:21							
12:26							
12:31			X				
12:36			X	X	X		
12:41	X						
12:46							
12:51							

12:11 - Laughing at the game zelana being explained

12:16 - Participating but confused, trying to learn the game

12:21 - At this point in the game, if you are the last person to do an action, you have to do a silly dance. Participant 5 is the last person to put his hand on his head so he gets up and walks out of the circle!

12:26 - Just reentered the circle, participating

12:31 - Not participating

12:36 - Staring out the window, just as the game Zelana ended

12:41 - Working with participants 7 and 9 on hidden figures

12:46 - Participating

12:51 - Participating

Name of Participant: Participant 7

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:12	X	X	X				
12:17	X	X					
12:22	X						
12:27							
12:32							
12:37			X				
12:42							
12:47							
12:52							

12:12 - Laughing at Zelena being explained, practicing singing Zelena

12:17 - Enjoying Zelena

12:22 - Winner is being decided, no playing

12:27 - Participating, waiting to play again

12:32 - Participating, really quick about putting hands on head

12:37 - Listening to translator

12:42 - Listening to translator

12:47 - Participating, playing, and talking

12:52 - Looking at their sheet

Name of Participant: Participant 9

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:13	X		X	X			
12:18	X					X	
12:23	X						
12:28			X				
12:33	X						

12:38				X			
12:43							
12:48	X						
12:53	X						

12:13 - Seems happy, kind of in a day dream

12:18 - Participating, but still learning the game

12:23 - Winner is being decided, translator is talking

12:28 - Not participating in the singing, only the clapping and hand on head

12:33 - Reciting a poem because she lost the round of zelena

12:38 - Translator is talking, not looking at the translator

12:43 - Looking at the sheet waiting to start

12:48 - Playing, translator is talking to group

12:53 - Talking with Brie

Name of Participant: Participant 8

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:14	X						
12:19							
12:24			X				
12:29			X				
12:34			X				
12:39				X			
12:44							
12:49	X	X					
12:54							

12:14 - Not taking the game too seriously, which seems like part of the fun

12:19 - Translator is talking to the wpi students

12:24 - Got out of the game, eliminated

12:29 - Not participating, outside of circle
 12:34 - Not participating, outside of circle
 12:39 - (the group does not want to play hot and cold, just received word from Braden)
 12:44 - Participating in hidden figures, getting help from Braden
 12:49 - Talking to Braden and Orran employee
 12:54 - Getting help from Liz

Name of Participant: Participant 6

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:15							
12:20	X						
12:25	X	X					
12:30			X				
12:35							
12:40							
12:45			X	X			
12:50							
12:55							

12:15 - Clapping, not participating to the full extent
 12:20 - He is enjoying the game
 12:25 - Participating, playing, smiling
 12:30 - Not participating outside the circle
 12:35 - Not participating outside the circle
 12:40 - Everyone is getting up to move the tables for hidden figures (Brie mentions how they all wanted to play dominoes or broken telephone)
 12:45 - Doesn't want to play
 12:50 - Has now started playing
 12:55 - Playing still, needs Braden's help, Braden is doing most of the work (Braden later told me he was doing nearly all the searching)

Name of Participant: Participant 17

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:25			X				
12:30			X				
12:35			X				
12:40							
12:45	X						X
12:50	X						
12:55			X				

12:25 - Came in late, learning to play

12:30 - Not participating, outside of circle

12:35 - Not participating, outside of circle, talking to friend

12:40 - Waiting for hidden figures

12:45 - Participating

12:50 - Talking with Liz while playing

12:55 - On cellphone, finished the game

Week 7

Session Plan 7

The Memory Club
Session 7
April 23, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan, Elizabeth Aghajanian, and Dr. Jane Mahakian

Overview

For the team's final session of the Memory Club, we will be doing jigsaw puzzles. Jigsaw puzzles are fun and have many cognitive benefits. After the jigsaw puzzles, the team has prepared a math game. Dr. Jane will be leading a discussion with the participants, then they will be moving downstairs to do ceramics!

Objectives

- Improve memory with puzzles
- Refine fine motor skills with picking up/placing the pieces down
- Provide a fun and beneficial experience for the participants

Materials

- 5, 50 piece jigsaw puzzles
- Math Game (Provided by the WPI Students)

Timeline Estimate

11:30 - Arrive
12:00 - Introduction and game explanation
12:10 - Game
12:35 - Thank you & Enjoyment Survey
12:40 - Discussion with Dr. Jane
12:50 - Tea Break
13:00 - Pottery with Elizabeth Aghajanian and Jane Mahakian
14:00 - Program Ends & Group Photo

Script Idea

-BEFORE GAME-

“Hi everyone! Today is the last day that we will be here at the Memory Club. Thank you so much for participating each week and helping us out, we had so much fun, and we hope you did too! We hope you keep playing games with each other and enjoying each other’s company.”

-PUZZLES-

“Today we will be doing a puzzle. Please get into groups of 3 around a table. Someone will come around and bring you the puzzle. Please let us know if you need help getting started, or any help with the puzzle along the way.”

-AFTER GAME-

“We hope you all enjoyed today’s game! After completing our game every week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.”

“We also would like to know out of all the games you played so far, which ones were your favorite and which ones were the most challenging. So please fill out this second sheet.”

“Thank you for your participation!”

Session Report 7

Week 7 - April 23rd, 2019

Special Attendees: Jane Mahakian

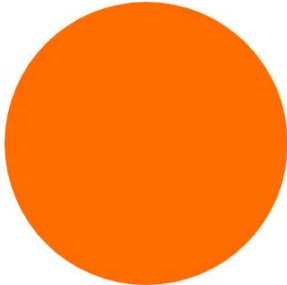
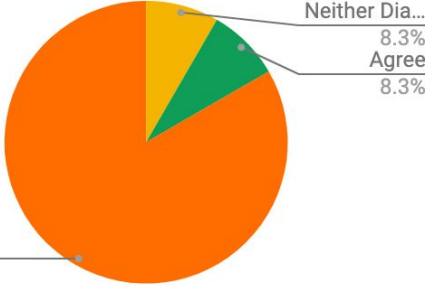
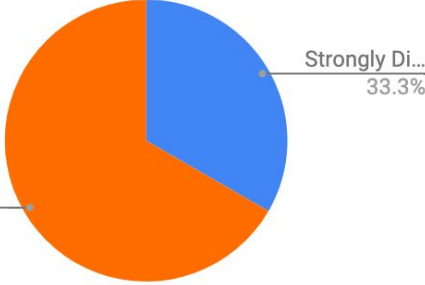
Number of Participants Present: 12

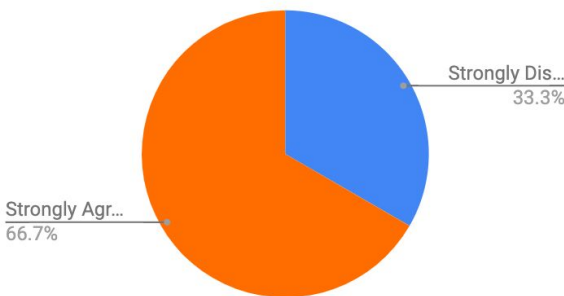
Participants Absent: Participant 2, 11, and 14

Main Observer: Nick Roschewsk and Braden St.Jacques

General Observations	<ul style="list-style-type: none">- Although the most complex puzzle was only 60 pieces, it still took the participants the full length of the game portion (this time only 25 minutes) to complete their puzzle- Rather than work as a team, each participant tried to find pieces for a different section of the puzzle. This was contradictory to the way many people would solve a puzzle; finding the outside pieces first, and then building within the frame-All the participants used the reference image on the box.
Introduction	N/A
Question Asked	N/A
Responses	N/A
Game	Puzzles
Description	The participants did puzzles in groups of three. Due to the ranges of cognitive function present, different puzzles with either 30 or 60 pieces were used. Groups that finished their puzzle earlier than other groups were given an additional puzzle to complete.
Specific Observations (appropriate for skill level and impairments)	<ul style="list-style-type: none">- Participant 12 started to put puzzle pieces together incorrectly. This may have been due to not having done a puzzle before. However, after receiving help from a social worker, the participant continued to fit pieces together

	<p>incorrectly</p> <p>-The team is worried that some participants were being helped too much, and fears to social workers may be doing the activities for the participants. This does not allow the participants to experience the beneficial effects of the games. The social workers should help only with instruction and some guidance. The team feels the social workers may be helping, because they fear the participant may fall behind.</p> <p>-The puzzles were received well, but were not the most familiar game. This can be seen in the survey results.</p> <p>-The team feels in some instances, the group sizes were too big, and often left one participant, not helping with the puzzle a whole lot. The group sizes should be reduced in the future.</p>
Ways to Improve the Game for the Future	<p>Make sure all puzzles being used have all of the pieces.</p> <p>Make the groups smaller. Pairs of two would be best.</p>
Art & Craft	Pinch Pots
Description	<p>Each participant made a “pinch pot” out of clay. To create the pot, the participants started with a ball of clay, and pressed their thumb into the center of the ball. Next, the thumb was pressed against the inside of the ball to make the hole larger. Then the ball was rotated and the process was repeated to create the pot shape. After the inside was hollowed out, the bottom was gently hit against the table to make the bottom of the pot flat. After the pot shape was made, the participants designed the outside of their pots.</p>
Specific Observations (appropriate for skill level and impairments)	<p>- The participants were quick to make their clay pots as soon as receiving instructions from Elizabeth. Many of them did not follow the specific instructions, rather they created their own individual designs by pinching and</p>

	<p>shaping the rims of the pots.</p> <p>- Although it seemed some participants had more experience working with clay than others, everyone was able to make a pot for themselves. None of the participants had trouble.</p>
Enjoyment Survey Results:	
Did you enjoy today's game?	<p>I enjoyed today's game.</p> 
I would like to play this game again next week.	<p>I would like to play this game aga...</p> 
I have played this game before.	<p>I have played this game before.</p> 

<p>I remember this game from my childhood.</p>	<p>I remember this game from my child...</p>  <table border="1"> <caption>Survey Results: I remember this game from my childhood...</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agr...</td> <td>66.7%</td> </tr> <tr> <td>Strongly Dis...</td> <td>33.3%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agr...	66.7%	Strongly Dis...	33.3%
Response	Percentage						
Strongly Agr...	66.7%						
Strongly Dis...	33.3%						
<p>Ways to Improve Observations:</p>	<p>When puzzles are the game being played, the observer should write down how each participant attempts to solve the puzzle. These observations could help determine the level of difficulty of the puzzles, as well as analyze each participant's skill level.</p>						
<p>Ranking Survey Results:</p>							
<p>Average Favorite Game</p>	<ol style="list-style-type: none"> 1. Lotto 2. Dominos 3. Puzzle 4. Checkers 5. Telephone 6. Concentration 7. Zelena 8. Halamola 						
<p>Average Most Challenging Game</p>	<ol style="list-style-type: none"> 1. Puzzle 2. Concentration 3. Checkers 4. Zelena 5. Lotto 6. Halamola 7. Dominos 8. Telephone 						
<p>Conclusions:</p>	<p>This week the participants of the memory club were very focused on completing the puzzles. Although the puzzles induced less social interaction than last week's games, they presented a greater challenge, and made the participants think more than when playing physical games like Zelena. Puzzles would be</p>						

	a good game to play again. However, they should be supplemented with a second game. Unlike lotto or dominos, the participants did not show the enthusiasm to play the game for an additional 20 minutes.
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Photos: Pictures from week 7 as well as all other weeks are available in the following google photos album: <https://photos.app.goo.gl/fY66Fyvbem2k7Sjd8>

*Note: All participants started solving the puzzles around 12:25. There was a late start because the participants were eating their lunch.

We also had to wait for some participants to come back from the bathroom or from outside before we could start.

Name of Participant: Participant 1

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:25							
12:31							
12:37	X						

12:25 - Flipping over pieces, very focused

12:31 - Participating

12:37 - Participating

Name of Participant: Participant 4

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:26	X						
12:32							
12:38							

12:26 - Focused on flipping over pieces

12:32 - Very focused

12:38 - Participating

Name of Participant: Participant 8

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:27							
12:33						X	
12:39	X		X				

12:27 - Pointing out specific pieces, most of the pieces are in front of participant 1

12:33 - Letting an Orran employee help with the puzzle

12:39 - Letting an Orran employee help with the puzzle

Name of Participant: Participant 7

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:28	X						
12:34							
12:40	X						

12:28 - Participating

12:34 - Checking the puzzle against the picture on the box

12:40 - Two Orran employees are doing the puzzle for the group of participants

Name of Participant: Participant 5

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:29							
12:35	X		X				
12:41	X	X	X				

12:29 - Very focused, the group stood the puzzle box upright to compare their puzzle to the picture. The participant found all of the red pieces of a strawberry in the puzzle, in order to find like pieces and solve the puzzle faster.

12:35 - Two Orran employees are doing the puzzle over the participant

12:41 - Orran employees are still doing the puzzle instead of the participants. The puzzle was finished, and everyone clapped. The group doing the puzzle took a picture with Dr. Jane

Name of Participant: Participant 12

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:30							
12:36	X						
12:42	X	X	X				

12:30 - The participant fit pieces together that do not match with each other. The social worker helped the participant understand the rules and took the pieces back apart.

12:36 - The participant continued to put wrong pieces together

12:42 - Done with puzzle

Name of Participant: Participant 17

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:21	X						
12:26							
12:31							
12:36	X						
12:41	X	X					

12:21- smiling, playing the game

12:26 - playing, focusing

12:31- playing, participating

12:36 - eating her donut that she got as a prize for completing puzzle

12:41- about to start 3rd puzzle

Name of Participant: Participant 14

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:22	X						
12:27							
12:32	X						
12:37	X						
12:42	X						

12:22 - talking with participant 17, playing

12:27 - participating

12:32 - seems to be enjoying herself

12:37 - already has started another puzzle

12:42 - participating

Name of Participant: Participant 6

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:23							
12:28							
12:33							
12:38							
12:43							

12:23- holding a piece, participating

12:28 - looks like is struggling a lot, is receiving help from Sofie

12:33- Sofie is still sitting at table, assisting

12:38 - Participating, still sitting with Sofie

12:43 - Participating

Name of Participant: Participant 3

Time	Smiling	Laughing	Not	No Eye	Giving	Confused	Asking
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			Participating	Contact	Up	Looks	Questions
12:23							
12:28		X					
12:33							
12:38							
12:43		X					

12:23- participating, playing with Sofie

12:28 -participating, seems to be enjoying herself

12:33- focusing

12:38 - talking with Hasmik, working together

12:43 - walking around, looking at all the other completed puzzles

Name of Participant: Participant 9

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
12:24	X	X					
12:29							
12:34	X						
12:39	X						
12:44			X				

12:24- playing with participant 10 and 3

12:29 -participating

12:34- seems to be having fun with friends

12:39 - looking at Hasmik

12:44 - games over now

Name of Participant: Participant 10

Time	Smiling	Laughing	Not Participating	No Eye Contact	Giving Up	Confused Looks	Asking Questions
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12:25							
12:30							
12:35	X	X					
12:40							
12:45			X				

12:24- playing with participant 3, playing with friends

12:29 -participating

12:34- just got a good laugh out, don't see her this happy too often

12:39 - focusing on playing

12:44 - games over now

Documentation

Video:

The team was filmed as part of a documentary series on the first day of the Memory Club. The video is available on YouTube at the address below: <https://youtu.be/iUlzUyvv8qk>

The director of the Vanadzor Orran center created a video with pictures from seven weeks of the program. The video is available at the address below:

<https://drive.google.com/file/d/1bGkXGfDGx36shmTpeHl6OHevelsh4XLS/view?usp=sharing>

Works Cited

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