

Activity: Creative Expression Goal: Social Populations: All

## TH Activity Plan – Tape Bracelets with Flowers

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**ACTIVITY DESCRIPTION:** Participants make tape bracelets with flowers.

### THERAPEUTIC GOALS:

- Cognitive/Intellectual:** Focus on task of gathering flower petals; follow sequential steps; strengthen language & number skills
- Physical:** Strengthen fine motor skills; strengthen eye-hand coordination
- Psychological/Emotional:** Practice self-regulation; cope with frustration
- Sensory:** Create something of beauty from nature using visual, tactile & olfactory senses
- Social:** Promote prosocial behaviors; practice working in pairs cooperatively by taking turns & sharing materials

### Materials

Poster board cut to size for bracelets

Double-sided tape, stapler or blue painters tape

Collection bags for gathering flowers, leaves

Wipes

### STEP-BY-STEP PROCESS:

1. **Pre-Session Preparation:** Pre-cut strips of poster board for bracelets. Make an sample.
2. Facilitator begins session by showing off a [flower bracelet](#). Introducing the activity to the group, the facilitator verbally tells the steps involved, these also written on poster board for visual learners.
3. Review safety rules about plants (only pick as many as you need, watch for ants, use flowers off the ground, avoid certain plants as shown, stay within sight of leader, return to table when whistle blows). Organize group into pairs if appropriate.
4. Facilitator assists where necessary, participants make bracelet structure from pre-cut poster board strips, sizing before stapling them on wrists or using tape instead of staple. Individuals apply double-sided tape.
5. Facilitator offers a sampling of flower petals, guiding how they should be adhered to bracelet with double-sided tape.
6. Group proceeds outdoors to collect & attach plant materials to bracelet. Accommodation: Partners can attach item to other person's bracelet.
7. Facilitator signals the group to return to group to show off bracelets, discuss plants & ways that prosocial behavior was promoted.

**APPLICATIONS FOR POPULATIONS:** This TH activity is appropriate for most populations. It is a creative expression using natural items like flowers and leaves. Connecting with nature is important, as research has shown (Putra et al., 2020; Tillman et al., 2018).

Accommodations can be made for neurodivergent, sensory defensive children, people with limited upper body movement due to cerebral palsy, muscular dystrophy or other physical challenges. One of the nice parts of this

activity is that it can be adapted in a number of ways. Completing this activity indoors and placing a variety of flower petals, leaves, and even dried seeds on a piece of paper on the table can give participants the opportunity to closely inspect items prior to touching them. Presenting the plant material in this way can also let clients pick-up/touch items in a quieter environment and on their terms and timeframe. (Some students can be highly distracted or easily overwhelmed in certain outdoor spaces). For some who may not want to wear their bracelet, the same thing can be done on a 6-8” strip that they can carry around or place on their desk or in their homes to look at. Clients who are not able to pick up the plant material can be offered a choice of two at a time and then a supportive adult can place items on their bracelet or sticky strip.

**SAFETY CONSIDERATIONS: Facilitators are responsible for knowing poisonous and toxic plants and plant parts.** Facilitators need to know toxic plants in their local area, particularly if this will be an outdoor activity (ie: in NC avoid poison ivy, poison oak, poison sumac, and hemlock to name a few).

**NOTES OR OTHER CONSIDERATIONS:** Growing the flowers in the facility’s garden is recommended. Attach widest part of flower to bracelet, not the thinner stem. Some flowers will hold their shape better without becoming limp.

Plants that have been used successfully for tape bracelets include: *Tropaeolum* or nasturtium flower petals, *Dianthus caryophyllus*, *Rosa*/rose, *Silene coronaria*/rose campion, *Lavandula*/lavender, *Taraxacum*/dandelion, and *Trifolium*/clover - be sure they haven’t been sprayed with pesticides. Herbs that have been used include *Salvia rosmarinus*/rosemary leaves, *Salvia officinalis*/sage, *Mentha*/mint, *Thymus vulgaris*/thyme, *Melissa officinalis*/lemon balm, and *Stachys byzantina*/lamb’s ear. Many of these plants are edible but unless this is part of the TH session, participants should be discouraged from putting them in their mouths.

#### REFERENCES/ RESOURCES:

- Hall, C. (2025). [Nature nurtures - How gardening and outdoor play support kids mental and emotional wellbeing.](#) [Youtube]. American Horticultural Therapy Association.
- Mud and Bloom. (2024). [Make your own nature bracelet.](#) Mudandbloom.com.
- Putra, I.G.N.E., Astell-Burt, T., Cliff, D.P. et al. (2020). [The relationship between green space and prosocial behavior among children and adolescents: A systematic review.](#) *Frontiers in Psychology*, 11, 859.
- Tillmann, S., Tobin, D., Avison, W. et al. (2018). Mental health benefits of interactions with nature in children and teenagers: A systematic review. *Journal of Epidemiology and Community Health*, 72, 958-966.

Edits were made for THAD purposes in 2025.

TH Activity Plan form developed by Lesley Fleming, Susan Morgan and Kathy Brechner (2012), revised in 2024.

