

Creative Writing Activity

RESIDENT IDENTIFIED DOING THEIR FAVORITE ACTIVITIES AS A PREFERENCE,
SPECIFICALLY ART OR WRITING



Supply Check-list

- Assistive devices, as needed:
 - Resident's glasses or magnifying glass, hearing aids, walker, or other assistive devices
 - Built-up handles for pens and pencils
- Wipes
- Pencil or pen
- Eraser
- Notebook or paper
- Feeling Faces Emotion Assessment form

Activity Introduction

[APPROACH] Approach the resident from the front, on eye level, and smile.

[GREET] Greet the resident using their name.

[INTRODUCE] Introduce yourself using your name, and point to yourself.

[ASK] Ask how the resident is doing today.

» Say: "How are you doing today?"

[ASSESS] Complete the '**before**' portion of the Emotion Assessment form.

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**before**' Feeling Faces.

[RESPOND] Respond to and validate their response.

» Say: "So glad to hear you're well today." or "I'm sorry you're not feeling well."

» Do: Address the person's needs, if applicable.

Activity Questions

Question Suggestions:

- What do you like about writing?
- What is your inspiration for writing?
- What do you enjoy writing about most?
- What is your favorite style of writing (short story, poems, books, etc.)?
- Have you ever published a piece of writing?
- Have you always liked writing?
- What are you writing about?

Activity Instructions

[INTRODUCE] Introduce the activity.

- » Say: "I know it's important for you to do your favorite activities, and that you enjoy art and creative writing. Would you like me to help you write today?"
- » Do: Show the resident the materials you will be using and explain how they work, if needed.

[CHOICE] Ask the resident what they would like to write about.

- » Say: "What would you like to write today?"
- » Do: Offer ideas of things to write such as poems, short stories, song lyrics, things they see/taste/hear/feel, etc.
- » Variation: If more help is needed, only present 2 options at once, as to not overwhelm the resident. If they are unable to choose, then pick one that aligns with their preferences.

[CHOICE] Ask the resident what they would like to write with.

- » Say: "Would you like to write with a pencil or a pen?"
- » Variation: If more help is needed, choose the utensil that matches the resident's preference.

Activity Instructions continued

[BEGIN] Begin writing with the resident.

[ENCOURAGE] Encourage the resident (remember: engagement over correctness).

- » Say: "You're a very talented writer!" or "You're so creative."
- » Do: Smile and nod, point to the writing.

[ASK QUESTIONS] See question card for ideas.

[OFFER] Offer to assist the resident with the activity, if needed.

- » Say: "I will be right here if you need any help."
- » Do: Observe the resident and if they are struggling, offer to help.
- » Variation: If more help is needed, provide thicker handled pencils, for easier grip. Or consider using built-up handles if available.
- » Variation: If more help is needed, have the resident dictate the story while you write.

* If the resident is struggling with the activity, simplify questions and/or engage more with sense (see next page).

Using the Senses

[SENSE] Engage the resident by using prompts, such as questions or gestures, relating to the five senses. Encourage the resident to **see**, **touch**, and **smell** during the activity, for a sensory experience.

(Tip: Participate with the resident, you can answer these questions too).

» **See:** Encourage the resident to look at the different writing materials; notice their colors and textures.

"What do you think of these materials? Do you like them? Do they remind you of anything?"

» **Touch:** Encourage the resident to touch the writing materials. Roll the eraser or pencil between their palms

"What does the [pencil/notebook/eraser] feel like?" Try and get them to describe it. "Do you like that feeling? Does this texture remind you of anything?"

» **Smell:** Encourage the resident to smell the pencil, notebook, or eraser.

"What does the [pencil/notebook/eraser] smell like? Can you describe it? Do you like the smell?"

Activity Closing

[THANK] Thank the resident for doing the activity with you.

[ASK] Ask for feedback:

» Say: How did you feel about creative writing today?

[ASSESS] Complete the '**after**' portion of the Emotion Assessment form

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**after**' Feeling Faces.

[ASK] Ask if the resident needs anything before you leave and wipe down materials before storing the supplies.

great job!

