

ACTIVITY WRITE-UP

Name of Activity: Haiku

Type of modality	Creative Writing/Poetry
Type of play	Parallel
Interaction pattern	Aggregate
# of participants required	2-10
Equipment/supplies	<ul style="list-style-type: none">• Pen, pencil, marker or any type of writing utensil• Book, or any type paper to write on• Computer, iPad, smart phone, or any type of device that one could take notes on can also be used for this activity
Facilities required/environment	Activity should be done in a room where table and chairs are easily accessible and there is adequate space for individuals to spread out. Activity could also be done outside (weather permitted), if there is a flat surface to write on (picnic table).
Precautions	If using electronics to write Haiku, make sure they are charged prior to going outside, and/or look for a room with accessible outlets.

Directions

1. Leader to inform participants on how to write a Haiku (leader may stand, but participants may sit)
2. Leader explains that each participant will need something to write their poem on/with (unless using an electronic device)
3. Leader explains that this activity is a way for the participants to express themselves in a brief poem
4. Leader informs participants that the poem only has three (3) lines, and each line has a different number of syllables (if working with young children, leader may need to explain what the word “syllable” means)
5. Leader explains that the first line of a Haiku has five (5) syllables in it.
6. Leader explains that the second line of a Haiku has seven (7) syllables
7. Leader explains that the last line of the Haiku has five (5) syllables
8. Allow participants time to brainstorm different ideas and to write their Haikus.
9. Give participants ample time (amount of time can change depending on participants) to write their Haikus
10. Allow participants to read their work aloud, if they choose to

Activity Analysis

Category	Skills
Primary body position	Sitting
Part of the body required	Arms and hands
Movement	Grasping, turning/twisting hands and wrists, picking up/putting down, releasing
Physical	Balance: Dynamic Sitting, Bilateral Integration, Crossing Midline, Fine muscle coordination,
Cognitive	Arousal/alertness, attention: sustaining attention, concept formation, concentration, decision making: simple, Initiation, Insight, Intellectual knowledge, judgement, memory: short/long term, orientation: place, organizing and planning, reading, Recognition: number, sequencing, spelling, strategy, thought: abstract thought, time management, writing
Social	Conversation: Starting, Sustaining and Ending, Self-expression, interpersonal interactions, relationship forming (if in group setting), social conduct, social cues, showing respect and warmth, showing tolerance
Perception	Auditory, tactile, visual
Communication/language	Reception to spoken language, reception of written language, expression of spoken language, expression of written language, producing body language, producing signs and symbols
Self-care	NA
Psychological/emotional (possible)	Participants may use this a way to express/feel any emotion (joy, guilt, fear, pain, anger, frustration)

How to Simplify the Activity

Provide a poem as an example, and assign topics that can help facilitate creative thinking.

How to Make the Activity More Complex

Allow participants to use only certain types of literary techniques (i.e. alliteration, allusions, rhyming, etc.)

Other Comments

This activity can be done in a large group, or can be done with just a leader and one participant. Individuals should be encouraged to use this as a way to express themselves, and share their work, especially in a therapy setting.