

## ACTIVITY WRITE-UP

### Name of Activity: “I” Letter

Type of modality	<ul style="list-style-type: none"> <li>• Creative writing</li> </ul>
Type of play	<ul style="list-style-type: none"> <li>• Parallel</li> <li>• Onlooker (if they are not participating in sharing or role play)</li> </ul>
Interaction pattern	<ul style="list-style-type: none"> <li>• Aggregate (if they do not role play)</li> <li>• Intra-group</li> </ul>
# of participants required	<ul style="list-style-type: none"> <li>• 1 or more</li> </ul>
Equipment/supplies	<ul style="list-style-type: none"> <li>• 1 piece of paper</li> <li>• 1 pen or pencil</li> </ul>
Facilities required/environment	<ul style="list-style-type: none"> <li>• Activity should be done in a space where the individual is comfortable enough to be writing for a substantial amount of time. A quiet room with comfortable lighting would also be beneficial.</li> </ul>
Precautions	<ul style="list-style-type: none"> <li>• There are not many physical precautions, however mentally it could reactivate an angry memory.</li> </ul>

### Directions

1. Give participant worksheet and have them read the instructions. Encourage participant to keep it simple at first by describing a situation that is not too charged emotionally.
2. Instruct participant to fill in how the situation made him/her feel.
3. Guide the participant to think of other feelings during this situation such as hurt, embarrassment, rejection, fear, etc. Remind them that anger is just a cover up for other emotions.
4. Instruct the participant to describe what he/she would like the other person to do differently next time, but keep it realistic.
5. Instruct participant to describe what he/she will do differently next time, “I will try not to yell at you”
6. After the previous steps have been completed, have the participant write a letter to the person who made him/her angry, using the form that is provided, or a blank piece of paper if they prefer.
7. Ask participant if they want to give the letter to the other person, or if they want to keep it as a personal “I” letter. (End of individual activity)
8. If there is a group activity, then the participants may share their letters if they prefer and give feedback to one another using questions that involve the tone of the letter, and if the request and response of the letter is reasonable and fair.
9. Another option of group work is for the participants to role play the situations in their “I” letters speaking to the other person.
10. Participants chose who they would like to role play the part of the other person.

## Activity Analysis

Category	Skills
Primary body position	<ul style="list-style-type: none"> <li>• Static sitting</li> <li>• Static standing</li> </ul>
Part of the body required	<ul style="list-style-type: none"> <li>• Hands and fingers primarily</li> <li>• Arms and legs for role play gestures</li> </ul>
Movement	<ul style="list-style-type: none"> <li>• Carrying in the hands</li> <li>• Grasping: Palmer, scissor, radial-digital, 3-jaw chuck, pincer (all of these are options because it depends on however the individual holds the pen, or if assistive technology is being used it could affect the grip)</li> <li>• Picking up and putting down objects</li> <li>• Releasing</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Fine muscle coordination</li> <li>• Balance: static sitting and standing</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>• Attention: sustained</li> <li>• Cognitive flexibility (deciding what other situations could have been better)</li> <li>• Decision making: simple or complex</li> <li>• Initiation</li> <li>• Insight</li> <li>• Judgment</li> <li>• Memory: long and short term</li> <li>• Problem solving: simple</li> <li>• Reading</li> <li>• Sequencing</li> <li>• Spelling</li> <li>• Thought: Abstract</li> <li>• Writing</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Conversation: starting, sustaining and ending</li> <li>• Handling criticism</li> <li>• Interpersonal interactions</li> <li>• Maintaining social space</li> <li>• Relating with equals</li> <li>• Regulating behavior</li> <li>• Self-expression</li> <li>• Social conduct and social cues</li> <li>• Showing respect &amp; warmth</li> <li>• Showing tolerance</li> </ul>
Perception	<ul style="list-style-type: none"> <li>• Auditory</li> <li>• Visual</li> </ul>
Communication/language	<ul style="list-style-type: none"> <li>• Reception to spoken and written language</li> <li>• Reception to body language (role play)</li> <li>• Expression of spoken and written language</li> <li>• Producing body language (role play)</li> </ul>

Self-care	<ul style="list-style-type: none"> <li>• NA</li> </ul>
Psychological/emotional (possible)	<ul style="list-style-type: none"> <li>• Joy over “re-doing” the once angry situation</li> <li>• Guilt over how the individual may have acted in their scenario</li> <li>• Pain over how they felt when they think about their memory</li> <li>• The individual may show anger the most of all the emotions because this activity is specifically about an angry situation</li> <li>• Frustration because the client may have not been able to control their anger</li> </ul>

### **How to Simplify the Activity**

The activity can be simplified by picking a not as intense emotional situation. The client could choose not show the letter to the other person. The client could observe rather than participant in the role playing.

### **How to Make the Activity More Complex**

Each client would pick a situation in which they were very angry. Everyone would give criticism (good and bad), and everyone would participate in role playing.

### **Other Comments**

These situations could easily be altered from simple to complex in multiple different ways. Also it is very broad with how the clients want to participate. They chose exactly what they want to do whether they do not want to show anyone their letter or if they want to show everyone and role play it. This activity is interesting because the client has the complete choice and freedom of what they want to do.