

Gabrielle Martin

ACTIVITY WRITE-UP #3

Name of Activity: Fork In The Road

Type of modality	Creative Writing
Type of play	<ul style="list-style-type: none">· Solitary (answering worksheet questions)· Shared Cooperative (group discussions)
Interaction pattern	<ul style="list-style-type: none">· Intra-individual (answering worksheet questions)· Intra-group (group discussions)
# of participants required	<ul style="list-style-type: none">· 3-10
Equipment/supplies	<ul style="list-style-type: none">· Board· Marker· Pencils· Plastic Fork· "Fork In The Road" Worksheet· Chairs and tables
Facilities required/environment	<ul style="list-style-type: none">· Quiet room
Precautions	<ul style="list-style-type: none">· Be receptive to participants' emotions because sometimes reminiscing on past decisions or when they took a road less traveled could bring up distressing life moments.

Directions

1. Volunteer shows the fork to the participants.
2. Volunteer then draws a 'Y' on the board and asks, "What is this?".
3. S/he introduces the concept of 'fork in the road' and asks peers, "What does it mean to face a fork in the road?"
4. Volunteer will then facilitate a discussion about deciding between two choices.
5. Volunteer then hands out the worksheet with the poem and related questions.
6. Read the poem together a few times and discuss participant's interpretations.
7. Volunteer will then instruct participants to independently answer the worksheet questions.
8. After about 15 minutes the volunteer will bring the group back together to discuss their responses.
9. Make sure each participant shares at least one insight during the activity.
10. To end the activity the volunteer will ask if anyone else has any comments/questions and if not the activity will end.

Activity Analysis

Category	Skills
Primary body position	Sitting
Part of the body required	Hand (fine motor skills to write)
Movement	Grasp: 3-Jaw Chuck Grasp, lifting/picking up writing utensil

Physical	Balance: static sitting, fine muscle coordination
Cognitive	Arousal/alertness, focused attention, sharing attention, sustaining attention, concept formation, concentration, insight, intellectual knowledge, judgment, long term memory, orientation: person, place, and time, reading, spelling, abstract and concrete thought, and writing
Social	Conversation: starting, sustaining, and ending, handling criticism, heterogeneity, homogeneity, interpersonal interactions, relating with equals, regulating behavior, relationships: forming, self-expression, social conduct, social cues, showing respect and warmth, and showing tolerance
Perception	Auditory function, Visual Function
Communication/language	Reception to spoken language, reception of written language, expression of spoken language, expression of written language
Self-care	N/A
Psychological/emotional (possible)	Joy, guilt, pain, anger, fear, and frustration (reminiscing on old memories/decisions whether they are good or bad can bring forth a myriad of emotions)

How to Simplify the Activity

- Facilitator can ask questions out loud one at a time to better explain the questions and allow participants to answer orally.
- Facilitator can prompt answers from participants with more in depth questions and bring the information together for them on the worksheet if they are struggling.

How to Make the Activity More Complex

- The Facilitator can instruct participants to read and interpret the poem independently at first and then discuss interpretations as a group after.
- Facilitator can divide the group into pairs and have them ask each other the questions, record their partner's answers, and then 'present' their partner's answers to the group. (This requires more direct interaction between participants and forces participants to share their experiences with at least one person, which may help them to expand their comfort zone.)

Other Comments

- This activity is best suited for teenagers and adults who are able to think independently and are aware of their past, present, and future life.
- If participant has slight memory impairments or problems with conceptualizing information, make sure to help them during this activity.