Name of activity:

Brief description of activity (including place and duration):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What are the requirements for the activity?** | | | | |
| Cognitive: | | | | |
| attention  concentration  discrimination  generalisation  use of symbols  perceiving cause and effect  problem solving | goal setting  planning  organisation  number of processes involvement  speed role opportunities  imagination  creativity | language  following demonstration/directions  reading  writing  numbers  logic  abstract thinking | | orientation  awareness of time  memory  range of knowledge  reality testing  choice |
| Psychological: | | | | |
| expression of feelings  integration  control of feelings  frustration tolerance  coping with pressure  expression of needs  gratification of needs | trust  independence  passive or active  creativity  reality testing  ego-defence mechanisms encourage or removed | sharing  interaction  self-image  body image  identification  exploration of feelings and motives  responsibility | | sexual identity  end product  contrived or real experience  tolerating risk  sublimation  playing/exploring  involvement |
| Physical: | | | | |
| sensation  sensory  perception  spatial awareness | mobility  fine motor  repetition  motor planning | strength  endurance  rhythm  coordination | | range of movement  posture  types of movement  gross motor |
| Interpersonal: | | | | |
| individual or group/size of group  mixed or segregated sexes  communication  cooperation | competition  negotiation  compromise | structure  rules  leadership | | interaction  isolation  variety of relationships |
| **What did you observe?** Understand the effect the activity is having on the individual. | | | | |
| Cognitive | | | | |
| Psychological | | | | |
| Physical | | | | |
| Interpersonal | | | | |
| **To allow for change in the individual identify where the potential for grading is:**  Grading allows the client to progress from exploration, through acquisition of skills, to attainment of goals. It also allows the client to move on to the next stage once a skill has been learned. Grading may involve a gradual change in the nature of the activity by changing one or two components, or a complete change of activity. | | | | | |
| Materials and equipment | | | Environment – human and non-human | | |
| Method | | | Related activities | | |