

# ACTIVITY ANALYSIS

Activities are composed of many skills that can be divided for the purposes of analysis into:

- Physical
- Cognitive
- Psychological
- Interpersonal

In order to understand the effect an activity will have on the client, the therapist needs to break it down into these skill areas and look at each one in detail.

Activity analysis also includes any potential for adapting the activity in order to allow for change in the client. This is called 'grading'. Grading allows the client to progress from exploration, through acquisition of skills, to attainment of goals. It also allows him 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 gradual change in the nature of the activity by changing one or two components, or a complete change of activity.

Analysing an activity enables the therapist to:

- Discover the skills required for its successful performance
- Identify the sequence of sub-skills leading to the acquisition of mature skills and decide how they can best be presented

Name of activity	Appropriateness for different ages and sexes
Timing/length of time/number of Sessions	Social and cultural value
Environment	Preparation
Brief description	Precautions

## REQUIREMENTS OF ACTIVITY

### Physical

sensation  
sensory integration  
perception  
spatial awareness  
motor planning  
gross motor  
mobility  
balance  
fine motor  
repetition  
rhythm

### Psychological

expression of feelings  
control of feelings  
frustration tolerance  
coping with pressure  
expression of needs  
gratification of needs  
sublimation  
playing/exploring  
tolerating risk  
trust  
independence

coordination  
strength  
endurance  
range of movement  
posture  
types of movement

### Cognitive

Attention  
concentration  
discrimination  
generalisation  
use of symbols  
perceiving cause and effect  
abstract thinking  
reality testing  
choice  
language  
following demonstration/directions  
reading  
writing  
numbers  
orientation  
awareness of time  
memory  
range of knowledge  
goal setting  
planning  
organisation  
number of processes  
speed  
imagination  
creativity  
logic  
problem solving

passive or active  
creativity  
reality testing  
ego-defence mechanisms encourage or removed  
exploration of feelings and motives  
responsibility  
involvement  
sharing  
interaction  
self-image  
body image  
identification  
sexual identity  
end product  
contrived or real experience

### Interpersonal

individual or group/size of group  
mixed or segregated sexes  
communication  
cooperation  
competition  
negotiation  
compromise  
leadership  
structure  
rules  
interaction  
isolation  
variety of relationships  
involvement  
role opportunities

## **POTENTIAL FOR GRADING**

Materials and equipment  
Environment – human and non-human  
Method  
Related activities

Name: Guided fantasy  
Duration: Approximately 1 hours  
Timing: Participants need to be alert, so not after a meal  
No. of sessions: One, or a series  
Environment: Requires a quiet, comfortable room which can have the lights dimmed.

**Brief description:**

Participants are taken through a relaxation process of about 20 minutes and asked to remain quite and still during a fantasy lasting another 20 to 30 minutes. The therapist uses verbal directions to lead them on a fantasy journey. A few minutes rest is given, then everybody stretches and comes into a circle for discussion. Opportunity is given to share experiences and feelings in the group.

**Appropriateness:**

Suitable for both sexes and any age above infancy.

**Social and cultural value:**

Low social value is given to the use of imagination and expression of creative thought unless leading to financial reward. It is more highly valued in less industrialised cultures.

**Preparation:**

Arrange mats or furniture in room. Try to ensure there will be no interruptions.

**Precautions:**

Not appropriate for severely disturbed or restless people.

**REQUIREMENTS OF ACTIVITY**

Rule of silence during fantasy  
No interaction during fantasy but requires verbal sharing and listening during discussion  
Relationship to therapist as leader and peer participants  
Some degree of involvement required in discussion  
Opportunity to rehearse roles in imagination

Physical:

Hearing verbal instruction  
Sitting or lying still for about half an hour  
Relaxing

**POTENTIAL FOR GRADING**

Materials or equipment

Cognitive:

Attending to the therapist's voice  
Concentrating for about half an hour  
Following complex verbal instructions

May be done lying on mats or sitting in chairs  
Music could be used  
client could be given a tape to work alone

Translating verbal instructions into mental images  
Imagining a series of events cued by verbal  
Instructions  
Discriminating between fantasy and reality  
Remembering and describing images

Environment:

Can be carried out one-to-one or in  
groups of various sizes

Psychological

Expression of feelings to therapist and group  
during discussion  
Control of feelings for half an hour during  
fantasy  
Allowing oneself to relax  
Trusting the therapist enough to close eyes  
and relax  
Allowing oneself to use imagination freely  
Creating vivid mental images  
Risking free use of imagination  
Recognising that images are fantasy and not  
Reality  
Dropping defences to allow imagination to work  
Exploring relevance of fantasy to oneself

Method:

Different methods of relaxation  
Instructions may be detailed or  
minimal  
Fantasy may be simple or complex  
Content of fantasy may be varied to  
change cognitive or psychological  
skills required  
Rules may be implicit or stated  
Participants could paint fantasy  
instead of talking  
Participants could act out a fantasy  
Discussion could be superficially  
descriptive or analytical and  
explorative or anywhere in between

Interpersonal:

Can be one-to-one or in a group  
Requires cooperation in being quiet during  
fantasy  
Not competitive  
Therapist is group leader and the session is  
highly structured.  
Discussion may be less structured

Related activities:

Supportive psychotherapy  
Explorative psychotherapy  
Dream work  
Drama