

## A 10-WEEK PLAN FOR A WARD WRITING GROUP

Note: numbers in brackets in the Resources column are variations for after the 10 weeks end, e.g., (2) is for weeks 11-20, (3) for weeks 21-30, etc.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
1	Mindful descriptive - landscape photos	Choose a picture to write about and write descriptively, without judgements or associations, about what you see in the picture.	Photographs or pictures that are not primarily of people - typically large, good quality photos of landscapes (cut from calendars).	Write a little about each picture.	Imagine yourself into the landscape. Write about what you can see, hear, smell feel and taste in that environment.
1	Positive - looking on the bright side	What's good about winter? [or spring, this place, etc]	-	Write a list of things that are associated with winter.	Write about a good memory of winter, perhaps a snowy day, or a winter holiday.
1	Freewriting - word prompts	I will say 4/5 words, with pauses between them. When I say each word, write whatever comes into your head for 2 minutes. Write without stopping to think and don't worry about spelling or punctuation.	Word sets: (1) <b>red, blue, green, yellow, white</b> ; (2) pool, moon, sky, cloud, shadow; (3) mountain, cave, river, rock, snow; (4) rain, sunshine, thunderstorm, wind, tornado; (5) castle, house, cottage, garden, door; (6) piano, trumpet, guitar, drums, voice; (7) square, circle, triangle, star, letterbox.	Give them 4 words on pieces of paper and get them to write a little for each word.	Use 5 words rather than 4 and tell them that the words will be connected.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
2	Expressive - metaphorical	If you were a place what place would you be? It can be real or imagined, a town or city, an island, a piece of countryside, a whole country, or a house perhaps. Write as if you were the place - I am Spain, I am hot and passionate. What's the weather like in your place? Are there any people, animals, plants, trees, buildings, hills, mountains?	-	If you were a city, which city would you be? Or the furniture game if the group is big enough, i.e., more options not just what city - what piece of furniture, what fruit, what city, what animal, etc. Give much less time for writing.	Encourage them to be imaginative.
2	Fictional characters	Choose a photograph of a person. Write about the person in the photograph (or who might own the object) as if they were someone you know. Give them a name, write about who they live with, what they do, whether they have pets, and about their hobbies and interests. If appropriate: write about them in action, e.g., doing a hobby, wearing the gloves or a garment made with the fabric/buttons.	A selection of: (1) <b>photographs of people</b> ; (2) personal objects; (3) gloves; (4) fabric swatches; (5) buttons; (6) character questionnaire; (7) choose 6 adjectives to describe yourself - 6 opposite adjectives - describe a person they fit.	Describe the person in the photograph you have selected or write a little about each one.	Write the person into a story, or write about yourself meeting them, or a dialogue between you and them.
2	Mindful expressive	Body scan write - take 5 minutes to write about how you feel physically. Start at your toes and move up, writing about how each part of you feels – hot or cold, comfortable or uncomfortable, tingly? painful? Leave out any places you don't want to write about. Finish off with how you feel emotionally/mentally right now.	-	Just say - write about how you feel right now in this moment.	Suggest they do this for 5 minutes every day.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
3	Mindful descriptive - buildings	Choose a picture of a building to write about and write descriptively, without judgements or associations, about what you see in the picture.	Photographs or pictures of buildings.	Write a little about each picture.	Imagine yourself into the picture. Write about going inside the building and what you find inside.
3	Expressive - captured moments	Write for 15 minutes about a moment you remember really well. Include as much detail as you can about what you could see, hear, taste, smell and feel in that moment.	-	Don't specify duration of writing.	Specify that they choose to write about a memorable moment of their life - a moment of joy, sadness, happiness, anguish, exhilaration or serenity.
3	Imaginative / expressive / mindful descriptive	Choose a box from a selection and write about it (how it feels, looks, smells), or about what it could be used to contain (real or imaginary), or about what it makes you think of.	A selection of boxes.	Get them to describe the box, or write a little about each box.	Encourage them to be imaginative.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
4	Mindful descriptive - noticing something in the real world	Notice something in the room and write for 5 minutes to describe it in some detail. Write without adding your own thoughts, judgements or associations.	Whatever is in the room at the time.	-	-
4	Expressive / imaginative	Write for 15 minutes about either a beginning or an ending, for example: starting school, moving to a new place, losing a loved one, retiring from work, becoming a parent, meeting someone new.	-	Don't specify duration of writing. Don't mention the negative examples such as losing a loved one.	Suggest that they might they might write instead about someone they know or write from their imagination.
4	Expressive - metaphorical	What kind of weather are you right now?	-	What is your favourite kind of weather?	-

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5	Mindful descriptive - here in this room I can see...	Writing, for 2 minutes each, in response to prompts about the 5 senses: "Here in this room I can see...", "...hear...", etc.	-	Word the phrases clearly and with extra care, e.g., to make sure they know to describe real sounds and not voices in thir head.	Give them all the instructions at the start and just let them know at the end of each 2-minute period that they need to change to write about another sense.
5	Perspective shift - moving through a landscape	Choose a photograph of a landscape. Imagine yourself into the landscape and write about yourself moving through it, perhaps in a boat or walking or flying over it in a hot air balloon.	Large, good quality landscape photographs (cut from calendars).	Take care that the choice of landscape photographs doesn't encourage thoughts of self harm - no cliffs or big expanses of water.	Suggest they might change the season.
5	Expressive / imaginative	Imagine a magic box. Describe the box. In what way is it magic? Maybe you can put something inside and it will disappear forever? What do you think the box would contain? Or what would you put in it?	A photograph of an interesting box.	Imagine a box. Describe the box. What might you put in it?	Be more vague in giving the writing instructions.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
6	Positive	Write to describe yourself participating in a hobby or activity you have enjoyed, or would like to do.	-	-	-
6	Fictional characters	Choose one or more of the objects. Write about the person who might own the object(s) as if they were someone you know. Give them a name, write about who they live with, what they do, whether they have pets, and about their hobbies and interests.	A selection of: (1) photographs of people; (2) <b>personal objects</b> ; (3) gloves; (4) fabric swatches; (5) buttons; (6) character questionnaire; (7) choose 6 adjectives to describe yourself - 6 opposite adjectives - describe a person they fit.	Describe the object you have selected or write a little about each one.	Write the person into a story, or write about yourself meeting them, or a dialogue between you and them.
6	Freewriting - word prompts	I will say 4/5 words, with pauses between them. When I say each word, write whatever comes into your head for 2 minutes. Write without stopping to think and don't worry about spelling or punctuation.	Word sets: (1) red, blue, green, yellow, white; (2) <b>pool, moon, sky, cloud, shadow</b> ; (3) mountain, cave, river, rock, snow; (4) rain, sunshine, thunderstorm, wind, tornado; (5) castle, house, cottage, garden, door; (6) piano, trumpet, guitar, drums, voice; (7) square, circle, triangle, star, letterbox.	Give them 4 words on paper and get them to write a little about each word.	Use 5 words rather than 4 and tell them that the words will be connected.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
7	Published poetry	Members of the group read 2-3 published poems aloud. We read each one twice with 2 people reading each. Discuss the poems briefly. Write inspired by one of the poems or a line from one of the poems.	Published poems, usually on a similar theme.	I read poems to them and we discuss without writing.	Write a poem inspired by one of the published poems. Or write what one of the poems means for you and your life.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
8	Published poetry	Members of the group read one published poem aloud and look at the photograph. We read the poem twice with 2 different people reading. Write inspired by either the poem, or the photograph, or both.	One published poem and one photograph on a similar theme, e.g., the poem 'The Door' and a photograph of a door.	Give them more of an idea of what to write - maybe a description of the photograph, or what is inside the door in the photograph or outside the door in the poem.	Include some discussion time.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
9	Random input / metaphor	Choose one or more symbols (or Jenga blocks) and use them as writing inspiration.	(1) story dice; (2) cards with shapes on; (3) Jenga blocks with words on them.	Write a little about each symbol or word.	Try to write a story to connect the ideas, or choose one symbol and write about what it means for you and your life.
9	Perspective shift	Think about someone who has been helpful or encouraging to you. Imagine that you are well and out of hospital. Write a letter from yourself when you are well to the person who encouraged or helped you.	-	Have them write a letter set now rather than in the future.	-
9	Freewriting - word prompts	I will say 4/5 words, with pauses between them. When I say each word, write whatever comes into your head for 2 minutes. Write without stopping to think and don't worry about spelling or punctuation.	Word sets: (1) red, blue, green, yellow, white; (2) pool, moon, sky, cloud, shadow; (3) <b>mountain, cave, river, rock, snow</b> ; (4) rain, sunshine, thunderstorm, wind, tornado; (5) castle, house, cottage, garden, door; (6) piano, trumpet, guitar, drums, voice; (7) square, circle, triangle, star, letterbox.	Give them 4 words on paper and get them to write a little about each word.	Use 5 words rather than 4 and tell them that the words will be connected.

Week	Type of Writing	Core Exercise	Resources	Variation for the Less Well/Able	Variation for the More Well/Able
10	Mindful descriptive - noticing something in the real world	Notice something in the room and write for 5 minutes to describe it in some detail. Write without adding your own thoughts, judgements or associations.	Whatever is in the room at the time.	-	-
10	Imaginative	Choose one or more objects from a selection and use them as writing inspiration.	A selection of objects, themed or random, e.g., wooden objects, holiday souvenirs.	Write a little about each object.	
10	Fictional characters	Choose one or more of the objects. Write about the person who might own the object(s) as if they were someone you know. Give them a name, write about who they live with, what they do, whether they have pets, and about their hobbies and interests.	A selection of: (1) photographs of people; (2) personal objects; (3) <b>gloves</b> ; (4) fabric swatches; (5) buttons; (6) character questionnaire; (7) choose 6 adjectives to describe yourself - 6 opposite adjectives - describe a person they fit.	Describe the gloves you have selected or write a little about each pair of gloves.	Write the person into a story, or write about yourself meeting them, or a dialogue between you and them.