

Writing with Ray: *A Creative Writing Activity Book* at IUI Ray Bradbury Center

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PART 1: Program Introduction and Value

This plan describes a program entitled *Writing with Ray: A Creative Writing Activity Book*, created exclusively for the IUI Ray Bradbury Center (RBC), by Nathan T. Dowell, Lauren R. Freije, and Stella F. Griffin, students in Dr. Lois Silverman's Fall 2024 Museum Education course at IUI. This program is specifically tailored for adults 65 and older in senior assisted living facilities and has been created to be done at any time during the day. It is a packet exploring the legacy of Ray Bradbury, and how he has inspired creativity through writing and literature. This program will be conducted in a communal room by a facilitator. *Writing with Ray: A Creative Writing Activity Book* aims to promote creativity in older adults and inspire them to connect more closely with their peers.

Program Value for Participants

This program can benefit its older adult participants in numerous ways. First, this program uses Dalai Lama's (2014) Emotional Intelligence Theory by creating an activity book that is low pressure and acts as a creative outlet. As Lama states, "It is important to lead a life in which we try to benefit others as much as possible or, at least, restrain ourselves from doing harm" (Lama, 2014). It can act as a valuable resource to help encourage confidence in the participants, especially when it comes to self-talk, creativity, and connecting with others. This program uses Malcom Knowles' (1972) Andragogy Theory to explain the importance of adult learning by using previous life experiences, group discussions, and encouragement to make connections. Another potential value of the program is the importance of socialization. Lev Vygotsky (1999) recognizes the importance of socializing between older adults and their peers. This program can support older adults in forming bonds with their peers and strengthen a bond

within themselves. They need a space where they can be kind, creative, and enhance their learning process.

Program Value for RBC

Writing with Ray: A Creative Writing Activity Book would benefit the Ray Bradbury Center in several ways. First, it would fulfill the mission of the RBC to “continue its outreach programming in the Indianapolis community, throughout Indiana, nationally, and internationally,” (Ray Bradbury Center, 2022). Because this program would be publicly available on the RBC website, participants could be from Indiana, from other parts of the United States, or even from the other side of the world. This would help to preserve Ray Bradbury’s legacy to audiences across the planet, another important mission of the Ray Bradbury Center (2022). Bradbury continued writing up until his death in 2012 at the age of 91 (“Ray Bradbury”, 2021). Age should not deter creativity, and this program would work to fulfill the goals set forth in the RBC’s Diversity Statement of “working towards equity of access to information, resources and programming for all individuals, and valuing the diversity of human experience,” (Ray Bradbury Center, 2022). Older adults have rich life experience, and *Writing with Ray* would allow them to use that life experience to write creatively while honoring the legacy of Ray Bradbury as a visionary and storyteller.

Value to the Field of Museum Education

This program is valuable to the museum education field because it assists older adults with continuous learning, and museum education is used to teach everyone of all ages something new. Vygotsky emphasizes the importance of socialization from an early age, but the knowledge that follows is constantly improving and evolving. This program can support museum education’s goals by creating an informal learning environment where participants may express their

emotions, skills, and socialize amongst one another. By doing this, they can form bonds and friendships, or they may connect over their shared interests. “A lifetime of accumulated experience and wisdom, together with a personal understanding of history and culture, are valuable assets of this population” (Lawton and La Porte 2013, 313). Older adults have many individual experiences and stories to share with their friends and families, and this program gives them the opportunity to put those experiences and creativity to life through writing. Creating meaning is one of museum education’s core values, and this program is all about making meaning through personal writing.

PART 2: Background Research and Applications

The design of *Writing with Ray* began with careful research in five areas: a) theories about why and how people learn; b) sources about older adults aged 65 and up; c) content related to the topic of this program; d) format/activity sources; and e) research about diversity, equity, accessibility, and inclusion in museum education.

Learning Theories

This program has been inspired by Dalai Lama’s Emotional Intelligence Theory. According to Lama’s theory, intelligence lies in the emotional capacity of people, and how emotional intelligence can create a happier, more peaceful world. As Dalai Lama states, “The purpose of our birth in this world is not the destruction of the planet or the disruption of the peace and happiness of other sentient beings; it is the pursuit of happiness” (Lama, 2014). Lama’s theory hypothesizes that intelligence lies in the mind, specifically in their emotions. He argues if everyone is happy, empathetic, tolerant, and forgiving, then the world will become a kinder place. This program uses the theory to produce an activity book that promotes peace and emotional intelligence among participants. It is created to let participants use their imagination to

answer the creative writing questions provided in the packet. The program understands older adults may be harder on themselves due to their age, and that is why the program is designed to provide a peaceful learning environment in correlation with Lama's intelligence theory.

Another important thing considered during this program's development is how an audience of older adults learn. One theory that informed the design of *Writing with Ray* was the theory of andragogy as developed by Malcolm Knowles. In this theory, Knowles asserts the importance of "experiential techniques which tap the experience of the learners and involve them in analyzing their experience," (1972; 35). This program invites participants to reflect on their life experience as they respond to the writing prompts. In the theory of andragogy, adult learners benefit from integrating their previous knowledge and experience into their learning. *Writing with Ray* will allow participants to draw on their life experiences while using their imagination to create new stories inspired by Ray Bradbury.

Lev Vygotsky developed the Social Development Theory, which also informed this program's development. In this theory, Vygotsky states "the path through another person is the central track of development of practical intellect," (1999, 20). As Vygotsky posits in this quote and in other works, socialization is a crucial factor in cognitive growth. People learn better when socialization is involved in the learning process, which is why this program is designed to be done in group settings. Participants will be encouraged to socialize with fellow participants, allowing socialization between older adults and contributing to their meaning-making and learning.

Audience Sources

The staff of RBC expressed they wanted to focus their outreach on communities they have not had a chance to work closely with ("RBC Site Visit," 12 September 2024). This

program specifically targets older adult communities and how creative writing can improve their lives. In Irene A. Gutheil and Janna C. Heyman's "Older Adults and Creative Arts: Personal and Interpersonal Change" article, they research and analyze the positive impact that creative arts have on older adults' mental wellbeing. The article emphasized the importance of programs like this one, stating, "creative aging programs have been recognized as an effective way to enhance the lives of older adults as research demonstrates the importance to older adults of engaging in a range of creative activities" (Gutheil and Heyman, 2016). It is important for older adults to maintain their mental well-being through healthy means. These ideas were echoed in Niclasen et al. (2019), which addresses the lack of adequate mental health interventions for older adults. *Writing with Ray* offers older adults who participate an opportunity to improve their mental health via creative writing, helping to fill the gap of resources available to the audience.

Another source which established the specific needs of older adults was Taylor & Morrow-Howell (2018). In this study, older adults living in senior housing communities were found to be experiencing higher rates of loneliness and depression than those living in other living situations. This program aims to mitigate these conditions by specifically targeting this group of older adults to improve their mental wellbeing. *Writing with Ray* would allow participants to create stories and socialize with their peers, with the goal of decreasing loneliness among those who participate.

Content Sources

Because this program utilizes Ray Bradbury's literary work as an integral aspect of its content, research had to be conducted to find which Bradbury stories were most applicable to older adults. It was found that seniors enjoyed discussions surrounding the ideas of wisdom and nostalgia (Pardue-Spears, 2021). Therefore, Bradbury's short stories were selected based on

these themes. *Writing with Ray* uses the stories “A Sound of Thunder,” “All Summer in a Day,” and “The Foghorn.” These stories were selected because they contain themes of nostalgia, longing, and anticipation. Also, all these stories are publicly available and therefore would not violate copyright laws if uploaded directly to the Ray Bradbury Center’s website (Bradbury, 1952; Bradbury, 1954; Bradbury, 1953).

Writing prompts had to be developed in response to the selected stories. Creativity is vital in developing programs for older adults (Gutheil & Heyman, 2016), so it was important that the writing prompts evoked imagination and inspired participants to respond creatively. Guidance from the Center for Excellence in Teaching and Learning at the University of Connecticut was utilized in creating writing prompts for the program (Schadt, 2020). The program’s prompts fall into the category of “Narrative Prompts,” which invites responders to create a story (Schadt, 2020). The prompts in *Writing with Ray* inspire participants to reflect on the Bradbury story that introduces the plot and then imagine a creative response.

Format/Activity Sources

Before the program could be created, it needed a format. It was decided it would be a digital, downloadable activity book that could be used to facilitate an in-person workshop with two distinct roles of a participant and a facilitator. A clear role would make it easier for participants to get through the program with little to no issues. One inspiration used was from Jennifer Lynn Alex’s (2010) “Older Adults and a Writing Workshop: A Phenomenological Study”. It conducted research about creative writing for older adults, the ideal program format, and how it is helping older adults with their mental and intellectual health. “As the physical body fails, intellectual abilities can take on more prominent roles in social settings” (Alex, 2010). This point is driven home by the program’s in person formatting. For example, the Short Story

Writing Pages (SSWP) ask a direct question, but the participants are encouraged to produce creative answers. And since the program is done with participants split into smaller groups, they are also reassured to share their writings with their group members. This will not only develop the participants' writing abilities, but it will also support their growing bonds between each other.

Another important formatting aspect of *Writing with Ray* is its consideration of the way activities are presented to older adults. Elizabeth M. Sharpe describes the gradually growing demographic of older adults in America, and how museum programming must shift to address audience needs and interests (Sharpe 1984, 4). Sharpe makes an important assertion in her outline for effective formatting, expressing the importance of intellectual and reflective content that older adults are genuinely interested in, stating “by encouraging older adults to share their experiences and to reminisce, one ensures their involvement and participation (Ibid). *Writing with Ray* encourages older adults to reflect upon how they view the appreciation and creation of literature. Ideally, content selection will remind the participant of stories they have read in the past, encouraging them to think imaginatively of how they affected their lives to this point, and what it might mean to them in the future. The way this tangibly affects the program is the deliberate attention paid to the intellectual content of Ray Bradbury's body of literature, giving the participant plenty of literary inspiration.

That recalls another aspect of *Writing with Ray*, that its format encourages the beneficial organization of leisure time. Cynthia Taylor expressed this in a straightforward way in her article, stating, “For geriatric patients and older adults living at home, greater independence can often best be fostered by creative structuring of one's own leisure” (Taylor 1987, 10). *Writing with Ray* offers a valuable opportunity to activity directors at senior living communities, precisely because it encourages the use of otherwise idle time to be converted into a relaxing, yet

also productive use of effort. It also encourages participants to take these skills and experiences from the program and to apply them to their daily lives.

Diversity, Equity, Accessibility, and Inclusion Resources

Diversity, Equity, Accessibility, and Inclusion (DEAI) should always be used as a museum practice, and it should always be kept in mind when developing a program. Lesley University's Dr. Raquel Stephenson, an art therapist, discusses the power of making art in "How Creative Expression Can Benefit Older Adults." This short article examines the benefits of artistic expression, specifically how it benefits older adults with Alzheimer's or dementia. "Where Alzheimer's Disease slammed shut the door of communication, art therapy opened up a new window" (Stephenson, n.d.). Often, it is difficult for people with Alzheimer's or dementia to effectively communicate with their loved ones. The most beneficial form of creative expression for these disabilities is painting. Paintings can capture complex emotions through visual imagery, and it can act as a way of communicating with others. Creative expression also brings participants closer together to combat feelings of isolation. Older adults have often lost their spouses, longtime friends, or they have moved from their homes. These losses mount into a depression, causing them to withdrawal from society. It is often accompanied by medical problems and can threaten meaningful and productive later years (Stephenson, n.d.).

Likewise, Reidner et al (2020), examines the negative mental health stigmas surrounding older adults with Alzheimer's and dementia, with testimony from one man, Bob Savage, attesting to the stigma he experienced from his diagnosis with dementia, "Within two days after I got my diagnosis, I realized what it was like to be stigmatized... One day, I'm this guy; the next day, I'm that guy. It just shows how pervasive this whole stigma is against dementia" (Reidner et al 2020, 84). However, the article also stresses the impact that library workers can have upon

cultivating an accepting environment in libraries; this can likewise be applied to cultural heritage spaces broadly (Reidner et al 2020, 85). *Writing with Ray* considers the negative perceptions of dementia and Alzheimer's and through its emphasis on communal learning and shared experiences, encourages participants to mitigate the negative results of these stigmas.

In a practical fashion, Aanchal Raghav's article "Beneficial Arts and Crafts for the Elderly," details the positive impacts that creative activities can produce in older adults. Raghav details several primary ways that older adults can receive through participating in crafts, including providing a creative outlet, improving mood and mental wellbeing, improving or maintaining motor skills, improving cognitive function, and providing opportunities for socializing (Raghav 2020). *Writing with Ray* provides an excellent opportunity for activity directors of senior living communities to encourage creative leisure. The program will encourage older adults to reflect on their experiences, in life and fiction, while also engaging with them creatively.

PART 3: Program Details and Logistics

Part 3 of this plan presents a detailed overview of all key aspects of Writing with Ray, including implementation of logistics, budget, and evaluation plans.

Target Audience & Rationale

The targeted audience for this will program will be for older adults (65+), with a concerted attention on adults in assisted living communities. As a result, caregivers are also considered as beneficiaries of the *Writing with Ray* program, given that they may help facilitate the program themselves, in the interest of helping the residents within their community. Older adults in senior living communities experience higher rates of loneliness and social isolation in comparison to adults in conventional housing, but these mental health risks can be mitigated by

social integration through community programming (Taylor et al, 2018). Additionally, the use of creativity is a vital aspect of improving mental health among older adults (Gutheil and Heyman, 2016). This program focuses on using literature and encouragement to inspire creativity in a marginalized segment of society, fulfilling the mission of the Ray Bradbury Center “to continue its outreach programming in the Indianapolis community” and “to recognizing and addressing bias and structural inequalities” (Ray Bradbury Center, 2022). Bradbury was a visionary, with a particular interest in space exploration and technological advancements (Montagne, 2012). Older adults have lived through everything from the moon landing to the invention of AI. Therefore, their lived experiences provide an excellent opportunity for reflection and creativity through the writing process.

Participant Outcomes

1. Participants will learn how to creatively formulate an imaginative response after reading or listening to a short story.
 - a. This skilled-based outcome will encourage participants to practice creativity and exercise their imagination.
2. Participants will view Ray Bradbury’s literary work as an inspiration for their own creative expression.
 - a. This attitude-based outcome will lead to participants being inspired by Ray Bradbury’s work and continuing to use this inspiration to be creative after completing the program.
3. Participants will feel more connected to their fellow participants.
 - a. This attitude-based outcome will allow participants to shape bonds or friendships with other participants.

These outcomes will help fulfill the mission of the RBC to provide access to Ray Bradbury's work to the public (Ray Bradbury Center, 2022). As the program will involve reading Bradbury's literary work, participants will be introduced to Bradbury's legacy through excerpts from his memorable works. Also, Bradbury's stories will serve as the source of inspiration as participants practice and utilize their creativity. This will fulfill the mission of the RBC to continue outreach to the public and to maximize the impact of Ray Bradbury's imagination (Ray Bradbury Center, 2022).

Program Type & Rationale

This program will be implemented as a DIY workbook that can be downloaded from the RBC website. This resource type was chosen due to its ability to be accessible to a wide audience. With online delivery, people from all over the world could access the program. Also, this type of format was chosen because it would allow for the program to be done as a group or in other settings. A person could download it themselves and do it from their own home, or an activity director could implement it in an assisted living environment with multiple participants. Lastly, the division into multiple projects allows flexibility in the implementation. The program could be completed every day for three days, once a week for three weeks, or even once a month for three months.

Key Activities and Rationale

The workbook will include three separate projects, with each project including a short story by Ray Bradbury and a prompt that will allow participants to reflect on the story and their own life experiences to create a new piece. This piece could be a short story, a poem, or some other form of creative writing. For example, one project could include reading/listening to the story "All Summer in a Day" then respond to the prompt, "If you lived on Venus, what would your daily life look like? How would you spend your few hours in the sun?" In a group setting,

participants could then share their creations with others and discuss. This collaboration and sharing of work will create connections between the participants, helping to counteract the loneliness and social withdrawal that often impacts older adults (Stephenson, n.d.).

Logistics

The approximate number of program participants should be at a maximum of 14, with an ideal range being between 6-8 participants, allowing for more feedback on their writing and more opportunity to read other's work. The program can be executed between 1 to 1.5 hours, with time allotted for breaks, as well as dedicated working & reading times. These numbers are representative of Jennifer Lyn Alex's account of Kazemeck's series of senior writing program (Alex 2010, 20). The spatial requirements of the program are that of a medium-small sized room to seat people comfortably, with sufficient personal space, but close enough distance to have conversations. There should be seating adequately equipped to accommodate participants, but comfortable enough to work around, preferably a large table with enough space to hold the participants' writing utensils and paper.

Material needs include pencils and pens, numbering that of the participant count, and sufficient printed pages for participants to work with. For every page a participant may write, there should be another unused piece of paper to use in case participants want to discard their current page. That can be achieved by printing approximately 50 pages of the scored SSWPs. A surplus number of participant guides should also be printed. Participating institutions may also elect to use laptops or computers if available, given that participants are comfortable with using them or prefer to; the SSWP pages allow for typing on the pages. In general, freedom should be given to respond creatively, meaning participants can elect the medium in which they want to respond.

The number of Participant Guides should correspond to the number of participants, with some extra guides printed and stapled out for good measure. Any members of the participating institution wishing to help facilitate the program should print out and staple a Facilitator Guide, which provides ample advice for facilitators to guide and buttress the experience of participants. The institution's program manager should have at least one FG copy throughout the workshop. Participating facilitators should be comfortable with providing constructive encouragement or at least have a rapport with the elderly participants. Facilitators should also be able to accommodate the participants' accessibility needs. With the range of participants provided, one facilitator is required at a minimum, at maximum three. For clarity, the Ray Bradbury Center provides these digital resources (as PDFs) free of charge, and all other expenses are left to the discernment of participating institutions.

Theme and Rationale

“Ray Bradbury’s imaginative storytelling can inspire you to use your own writing to reflect on your life experiences and create new stories.”

This theme was chosen because it helps to further the RBC’s mission of using Bradbury’s work as the basis for outreach to the public (Ray Bradbury Center, 2022).

Marketing Summary

Ray Bradbury was one of the most imaginative storytellers of the 20th century. This three-part resource will allow you to become the storyteller as you reflect on your lived experiences and create new stories inspired by the literary work of Ray Bradbury!

PART 4: Program or Resource Script

Part 4 of this plan presents a detailed script for Writing with Ray. This script is designed so that RBC staff member or volunteer could use it to run the program, although it certainly can be modified if desired.

(est. 20 seconds) The facilitator will navigate their way to a search engine and type in “Ray Bradbury Center” and click the first link. It will load the home page, and the facilitator will click on the “About Us” tab and select “Bradbury Beat Blog,” the third option in the drop-down box. From there, they can use the search engine within the website to type in “Writing with Ray: A Creative Writing Activity Book.”

(est. 8 minutes) Once they have chosen the workshop, the facilitator will read a short text about it, what they have access to, materials provided, and where to find more materials if needed. After they have read the blog, they will scroll down to access the links mentioned in the text. There will be a cover page, a “Facilitator Guide” (FG), a “Participant Guide” (PG), “Short Story Writing Pages” (SSWP), and links for three different short stories. The facilitator may need an Adobe Creative Cloud account to edit any short stories for alternate reading strategies. These accommodations may be audiobooks or larger text for sight and hearing impairments. There will also be a post workshop form for you to fill out. Print as many papers as you need for your workshop. Each SSWP may be printed front and back so participants can write as much as they would like. Please note you may not need to hand out SSWP to every participant. They are allowed, and encouraged, to use their own materials.

(est. 40 minutes to 1 hour) Once your workshop has begun, you will first greet and welcome the participants and break them up into groups of 3-4. This workshop is ideal for 14 participants, so you may need to adjust accordingly depending on the size of your group. You may utilize the FG and add in an ice breaker by asking them a question about Ray Bradbury.

“Have you ever heard of Ray Bradbury or read his literature?” is one way you may promote connections and conversations between the participants. Once the groups have answered the ice breaker question, hand out the materials to the participants as needed. Materials include the chosen story, the Participant Guide, the Story Writing Pages, and writing utensils. As the facilitator, you will ask the participants to read the story. You may reference the FG to make suggestions on how to complete this. The completion of the reading can be done individually, or they may read as a group.

(est. 30 minutes to 1 hour) Once the reading has been completed, ask participants to do a creative writing exercise. You may give them suggestions to complete this exercise like writing poetry, a short story, or a continuation of the ending. If none of these appeal to some participants, you may suggest an alternative such as a drawing. Give them plenty of time to get their thoughts and ideas down onto paper and help them when needed. Participants may also look to their PG for help. Make sure to encourage participants to write as much as they would like. You may ask each group how their writing is coming along, how you can help them if they are stuck, and if they have any questions. You can also fill out your own answer during the exercise, or you can have it pre-written before the program has started. Ensure the comfort of the participants and encourage them to go beyond their comfort zone of creativity.

(est. 20-45mins) Participants may share their creative ideas with their peers. Give them the choice of trading papers with partners or choosing a few participants to read aloud to the group. They may want to discuss their ideas with everyone, so give them plenty of time to speak, and encourage them to continue their creative endeavors. At the end of the workshop, please thank them for participating and sharing their creative ideas. Clean up the space by collecting the story papers and pencils. These can be used for another session or given to a participant upon request for their own personal creative endeavors.

(est. 10 minutes and 20 seconds) Post workshop, navigate back to the Ray Bradbury Website's blog, and fill out the form provided. This will ask you questions such as "What short story did you choose", "What are the age ranges of your participants", "On a scale of 1-5, how well do you think the workshop went", "On a scale of 1-5, how much did the participants enjoy the workshop", and more. The questions will be a mix of multiple choice, short, and long answers. If you have any critiques at the end, please state them.

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PART 6: Appendices

Post Program Google form: <https://forms.gle/ggDrNJztPXj6a9re7>

Post Program Writing with Ray

Please fill out the required information as feedback for the Writing with Ray creative writing program to the best of your ability.

* Indicates required question

1. Email *

2. What is your name? *

3. What is your organization? *

4. How many participants attended the program? *

5. What short story did you choose? *

6. How did workshop go? *

Mark only one oval.

1 2 3 4 5

very very good

7. How well did the participants enjoy the workshop? *

Mark only one oval.

1 2 3 4 5
very very good

8. Would you do this program again? *

Mark only one oval.

Yes
 No

9. Why did you choose your answer to the previous question?

10. Any critiques or suggestions?

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Writing with Ray

A Creative Writing Activity Book

Sponsored by the Ray Bradbury Center at
Indiana University Indianapolis



“Imagination should be the center of your life.”
— Ray Bradbury



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FACILITATOR GUIDE

Script and suggestions



Introducing Yourself and the Workshop

"Hi my name is [name] and I will be facilitating today's activity. Let's split up into groups before we get started!"



Ice Breaker

"Has anyone here ever heard of Ray Bradbury or read any of his stories?"
Pass out materials as needed.



Participants Read and Write

Use this time to walk around, answer questions, listen to conversations, or add suggestions and encouragements.



Let Them Share with their Peers

Allow time for discussions, sharing, or exchanging of writing.

Suggestions to Keep in Mind

If a participant is stuck, suggest

- Poetry
- Song
- Letter
- Continuation of story
- A drawing (if no other suggestion appeals to them)

Have extra materials on hand

Have conversations with the groups during the workshop

Write your own response

Participants can read together if they want

Use encouraging words and phrases!

"Good job", "great start", "interesting perspective", "keep going", etc.



PARTICIPANT GUIDE

Prompt and workshop suggestions



Introducing Yourself to your Peers

Make sure you know the group members names. You'll be working with them for the duration of the program!



Be Creative

Let your imagination guide your responses in the workshop. Be as creative as you would like.



Use your Own Materials

Feel free to use what makes you most comfortable! You will need paper and a writing utensil to complete the workshop.



Respond to your Peers

Have a conversation to share ideas, how you decided to respond, or any challenges you had with writing.

Suggestions to Use

If you are stuck, try

- Poetry
- Song
- Letter
- Continuation of story
- A drawing

Make it your own

Challenge yourself to write a certain amount of words

Work as a group on one response

Do not hesitate to ask the facilitator, or another participant, for help!

A Sound of Thunder

By Ray Bradbury

Please follow the link below to access a PDF version of "A Sound of Thunder" by Ray Bradbury.

[https://acrobat.adobe.com/link/review?](https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:76aea018-3e6b-361c-81b9-4bed26ce5503)

[uri=urn:aaid:scds:US:76aea018-3e6b-361c-81b9-4bed26ce5503](https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:76aea018-3e6b-361c-81b9-4bed26ce5503)

A sheet of lined paper with 18 horizontal black lines on a light beige background. The lines are evenly spaced and extend across the width of the page. The paper is oriented vertically.

All Summer in a Day

By Ray Bradbury

Please follow the link below to access a PDF version of "All Summer in a Day" by Ray Bradbury.

<https://www.stcypriansprimaryacademy.co.uk/wp-content/uploads/2021/01/All-Summer-in-a-Day-by-Ray-Bradbury.pdf>

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The Fog Horn

By Ray Bradbury

Please follow the link below to access a PDF version of "The Foghorn" by Ray Bradbury.

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