

Let's draw imaginary flowers together!



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AGE	4 – 6 years
VALUE	Mutual trust
MATERIALS	Paper, colour pencils, empty vase
DURATION	40 minutes
GROUP SIZE	5 to 10 children
OBJECTIVES	Understand that sometimes it is difficult to work with others, but how important, necessary, useful and enjoyable cooperation is. Developing motor skills, practising storytelling and developing creative thinking
METHODOLOGY	Thinking and drawing game
AUTHOR	Petit Philosophy (Bruno Ćurko)



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STEP BY STEP IMPLEMENTATION

Step 1

Children sit in the circle. The facilitator puts in the middle of the circle the following materials: white papers, colour pencils, and an empty vase without any flowers.

The facilitator announces: "We have a hard job to do now! Do you see the vase? Who sees the vase, raise both of your hands!"

When every child raises their hands, the facilitator asks:

"What is a vase for? Why do we use it?"

Then the facilitator needs to have a discussion with the children about the vase. Probably children will conclude that the vase is something like an easel (stand) for the flowers.

When children describe their understanding of the vase, the facilitator asks:

"What kind of the flowers you know?"

Then children will probably enumerate a different kind of flowers. Let them enumerate, one by one. When the child suggests one flower (for example Rose), the facilitator asks him/her to describe that flower.

Step 2

The facilitator announces next step:

"Children, sit comfortably in your seats and close your eyes. Now, imagine a flower in our vase. Try to imagine details of that flower, all colours, all leaves, all petals... Don't open your eyes. Imagine that flower in our vase and remember how it looks like."

After five minutes, the facilitator tells the children to open their eyes, take felt-tip pens and paper, and draw a vase. They can look at the vase and draw just vase without flowers.

Step 3

After everybody draws a vase, children stop with drawing for a moment. Then the facilitator says:

"Give your vase, your drawn vase, to the friend to your left. I hope that you remember where the left side is."

In the next step, the facilitator points out all children in the group, one by one giving each child a number:

"You are one, you are two, you are three, you are four, you are five, etc."

Children need to repeat what is their number. When everybody knows their number, the facilitator gives a new task to children:

"Number one, number three, number five, number seven (listing all odd numbers in the group) stand up. All of you are odd numbers (if the children don't know what odd numbers are, the facilitator can skip that



word), and you got a job to do. You need to describe, with words, to your left side friend (number two, number four, etc.), how your imaginary flower looked like. But, please be very specific in the details.

Number two, number four, number six, please listen to your friend from the right very carefully and try to draw his/her imaginary flower in the vase that is in front of you. Try to draw flower exactly how your friend describes it.”

Partners should turn their back from one another so that the children with odd numbers can't see the drawings of the children with even numbers.

Step 4

After the children with even numbers draw a flower, the facilitator changes the role of the partners. Now the children with even numbers need to describe their flowers to children with odd number. When a group with odd numbers has finished the drawings, the facilitator tells the whole group to show their drawings to their partners.

Step 5

The facilitator gives them a minute to look at each other's drawing and starts a discussion with the following questions:

Was it hard to draw a flower that somebody else was describing?

Was it hard to describe a flower?

Is it harder to describe an imaginary flower or to draw described flowers?

Why?

Do you trust that your partner did his/her best to draw your flower?

Is it sometimes hard to understand other people words?

Do you trust that your friend did his/hers best do describe what he/she had in mind?

Is it hard to trust somebody? Why yes/no?

Do you like how your flower ended up in the drawing of your friend?

Do you like how you draw a flower of your friend?

After a discussion, the whole group can make a group exhibition of their flowers by pinning the drawing on the wall.

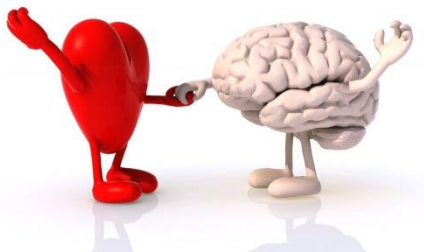


CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMENTS
Did the children understand the directions?			
Were they able to imagine a flower?			
Were they able to describe a flower?			
Were they able to listen to their partner and draw a flower?			
Did they participate in discussion?			

To be trusted is a greater compliment than being loved.

- *George MacDonald*



Self-care Hints for Childcare professionals and teachers:

Do not underestimate the power of music. Listen to instrumental music it's proven to boost your ability to focus, which can raise your quality of mind and help you relax when your thoughts won't stop coming.