



classroom activity - me and others



I see your drawing

AGE	4–6 years old
VALUES	understanding others
MATERIALS	blank piece of paper, colours, music by facilitators choice
TIME	2 days (each day 20 to 30 minutes)
GROUP SIZE	5-8 children
OBJECTIVES	<ul style="list-style-type: none">• Expressing oneself through painting• Developing listening skills in order to understand emotions of other people
METHODOLOGY	holistic expression
AUTHOR	Petit Philosophy

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STEP BY STEP IMPLEMENTATION

This activity includes children's personal drawings. Depending on time, the facilitator can ask children to bring their favourite drawing from home or the making of the drawings can be included in the activity. Also this activity can be implemented in two days: on the first day children are drawing (step 1 and 2) and on the second day children are reflecting on the drawings they made (step 3 and 4).

Step 1)

The facilitator asks the children to lay down on the floor however they want as long as they are comfortable.

Next step is to close their eyes and take a big breath. The facilitator puts on gentle music by his/hers choosing and asks the children to think about one dear memory (day or event in their lives) they have.

The facilitator guides the children through simple visualization with a help of the following questions (children don't answer questions as they are occupied remembering / experiencing that memory again):

- Imagine the space you are in: is it outdoor, home, classroom...?
- Is somebody with you or are you alone?
- What sounds do you hear?
- Are there any smells?
- What colours are around you?
- How do you feel in this moment?
- Are you happy, cold, warm, excited, calm, worried...?
- Is there any special detail that you see?

After posing the questions, the facilitator gives the children a little bit more time and then asks them to take another big breath and slowly start to "wake up" by moving their hands, feet, head and stretching. The music still plays and children now can open their eyes and if they want, they can start moving or dancing through the room along the music. Still keeping their memory fresh.

Step 2)

The facilitator gives children blank pieces of paper and colours (markers, oil-colours etc.). Children have to draw the memory they had during the visualization. The facilitator guides the children by telling them to choose the colours that remind them about the feeling they had in that memory. Drawings can be abstract or realistic, it is up to the children to choose how they want to express themselves.

Step 3)

The facilitator divides the children in pairs. The first child takes a partner drawing and they need to explain/describe what they see in the drawing.

It can be a simple description of the drawing but the facilitator can motivate the children to describe the author's feeling as well (based on the colours, the atmosphere in the drawing, details if there are any etc.).

While the first child describes his/her understanding of the drawing and the feelings, the author and other children listen. Then the author needs to repeat with his/her own words what his/her partner was saying about the drawing.

The facilitator asks the first child if the author repeated everything correctly or is there something missing?

Next step is that the author explains his/her own drawing and the partner listens after which partner repeats with his/her own words what the author said about the drawing.

The facilitator asks the same question to the author: Did your partner repeat what you said or is there something missing?

The explanations can be very simple in short sentences and children can name just one feeling from the picture. For example: This picture shows a picnic day with a family. It was a sunny day and they played ball and Danny was happy. I think that because they all have smiling face and colours are bright.

Step 4)

The facilitator starts a group discussion with the help of the following questions:

- Was it hard to explain the drawing?
- Was it hard to repeat what your partner was saying?
- Were your explanations about the same drawing similar or different?
- Could you understand how your partner felt when he/she was creating that drawing?
- Is it hard to express your feelings?
- Is it hard to understand other people's feelings?
- Is it hard to listen to other people?
- Why?

After a group discussion, the children put their drawings on the wall as an exhibition and below their picture write one word- feelings they connect with that picture.

If the children can't read they can add/draw an emoji (smile face) that expresses their feeling.

NOTE: All questions can be modified according to age, vocabulary and ability of the group and if a facilitator is working with younger children, some questions can be bypassed or simplified. The activity can be modified for younger children in the following way:

Step 1)

Children make drawings and once they are done, the facilitator takes their drawings. The facilitator tells children to line up next to each other and takes one of the drawings randomly.

Step 2)

The drawing is shown to the whole group and the first child in line needs to come up with one word that comes to his/her mind when he/she sees the drawing (it can be a feeling, action, association...).

Then the first child whispers that word to the second child in line, second to the third and so on until the word comes to the last child which says that word out loud.

Step 3)

The facilitator asks if it is the same word and if not, children try to figure out where the "telephone got broken". The first child explains why did he/she think of that word when the picture was shown. The process is repeated with all of the drawings but the line-up shifts every time so that each child gets to experience to be first in line.

Step 4)

The facilitator starts a group discussion asking the following questions:

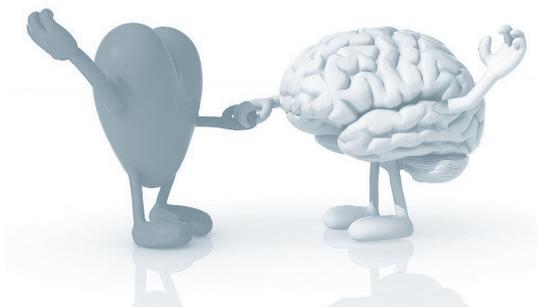
- Was it hard to come up with a word for a drawing?
- Did you like the word that was connected to your drawing (why yes/no)?
- Did you like passing on the words?
- Is it sometimes hard to understand what other people are saying?
- Is it important that we understand each other? Why?

CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
Were children able to visualize their memory?			
Were children able to follow the facilitator instructions?			
Were children able to explain/describe their partner drawing?			
Were children able to paraphrase their partner?			
Did children engage in group discussion?			
Were children able to connect a feeling with their picture?			

Any fool can know. The point is to understand.

- Albert Einstein



Teachers' Selfcare tips and hints:

Encourage classroom discussions that let students be the center of attention. If they are tired to listen to you, they will probably put more attention in their classmate's stories. Take advantage of those minutes in which the students are the protagonists to reorganize your mind and your emotions.