

# Drawing Hope Lesson Plans – Ages 5–7

## Session 1 – Drawing Hope – 60 mins

### Learning outcomes

By the end of this session, children will be able to:

- Name what makes each other special and what they share with others.
- Explain that Drawing Hope uses pictures to say hello and build friendship.
- Look carefully and draw a respectful picture of a partner.

### Key Vocabulary

- **Same** – when things match or are alike.
- **Different** – when things are not the same.
- **Special** – something important or lovely about a person.
- **Features** – parts of the face used for sensing the world and showing feelings.
- **Portrait** – a picture of a person.
- **Self-portrait** – a picture an artist makes of themselves.
- **Kindness** – treating people with care.
- **Peace** – when people feel safe and can live well together.
- **Friend** – someone we can be kind and welcoming to.
- **Border** – a boundary between two places.

### Setup and Resources

During this session, children will have the opportunity to put different facial expressions on to an image. Choose a picture of yourself or another consenting staff member that is a high-resolution, head-and-shoulders photograph taken head on and with a neutral or friendly facial expression. Children might enjoy changing the expressions of someone in a leadership role of the school. Either use this image to replace the existing image on SLIDE 4 of the **Drawing Hope Presentation** or print out your photo A3 along with the **Funny Expressions Activity Printout** and cut out the different features before the lesson.

Clear a space on a carpet or with a circle of chairs for sitting together.

- **Scrap paper, clipboards and pencils** for each child
- **Ball** suitable for passing in the circle
- **Drawing Hope Presentation** printed/uploaded
- **Pre-prepared funny expressions or uploaded photo** (see above)
- **Matching Pictures Handout** – one per group, with teacher support

| Timing                                                          | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>5 mins</b><br>Resources<br><i>Passing ball</i>               | SLIDE 1 – Session 1<br>Opening Question<br><i>What is something you could do with a new <u>friend</u>?</i><br><br>Standing in a circle, ask children to imagine there is someone new in the class. Ask them to think how they might make friends with them. Pass a ball and invite each child to share a comment, an action or an activity for making friends whilst miming it to the group e.g. 'I could wave hello' (miming waving), 'I could ask them if they want to play football' (miming kicking a ball). Everyone else in the circle repeats their gesture back to them.                                                                                                                                                                                     |
| <b>5 mins</b>                                                   | Starting Game – “The sun shines on me and anyone who...”<br>Sitting in a circle, share statements that are true for yourself, beginning with “the sun shines on me and anyone who...”. If the statement is true for a child, they stand up and swap places with someone else in the circle.<br><br><i>The sun shines on me and anyone who likes drawing.</i><br><i>The sun shines on me and anyone who is wearing white socks.</i><br><i>The sun shines on me and anyone who likes stories.</i><br>Finish with a statement that applies to every child.<br><br>Reflect – as a class<br><hr/> <i>What was the same about some of us?</i><br><br><i>What was different?</i><br><br><i>Explain that people can be different and still have lots in common.</i><br><hr/> |
| <b>10 mins</b><br>Resources<br><b>Matching pictures handout</b> | SLIDE 2 – Matching Activity<br>Show children the image of the world and point out some places relevant to the children. Hand out the <b>Matching Pictures Handout</b> to small groups. Explain that these are pictures of children who live in different places around the world. Ask children to look carefully and talk about what they notice. With support, invite them to guess which pictures might come from which place.<br><br>SLIDE 3 – Answers and Reflection                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                | <p>Share the answers and explain that this activity is very hard because children from around the world can have many similarities.</p> <p>Reflect – in groups</p> <hr/> <p><i>What did you notice in the pictures?</i></p> <p><i>What was <u>special</u> about them?</i></p> <p><i>What was <u>similar</u> in lots of the drawings?</i></p> <hr/> <p>Explain that children around the world have families, homes, animals, games and things they care about.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>10 mins</b></p> <p><b>Resources</b></p> <p><i>Teddy bear or cuddly toy</i></p> <p><i>Paper</i></p> <p><i>Pencils</i></p> | <p><b>SLIDE 4 – Funny Features Game</b></p> <p>Begin by passing a smile around the circle, like you would a ball. Next ask for a volunteer to begin with a different emotion. Children could try to guess which emotion is being represented.</p> <p>Show children the photograph and ask them to discuss in pairs what emotion they think this person has. Now ask for volunteers to move different facial features onto the picture. As they do so, discuss the impact of these changes –</p> <hr/> <p><i>What is this person like now? Which <u>features</u> help you decide? Why?</i></p> <p><i>How are they feeling?</i></p> <p><i>What might this person say?</i></p> <p><i>What do you think people might think about this person?</i></p> <p><i>Would you like to be this person's <u>friend</u>? Why?</i></p> <hr/> <p>Create a space for open questions and exploration. Some will find this funny; others will see this as unkind to the person in the image.</p> <p><i>What happens when we change the way someone looks in a <u>portrait</u>? It changes the way we think and feel about them.</i></p> <p>End by adding the horns and some other 'evil' features. Discuss how this changes the original image into one where the person is scary, unkind and not someone you would want to be friends with. Explain that the way we change images of other people can change the way we feel about them.</p> <p><i>How might this person feel about having their face changed like this?</i></p> <p>Tell children you will now share a story about a time when this really happened.</p> |

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| 5 mins | <p><b>SLIDE 5 – The Korean Peninsula in the World</b></p> <p>Show the world map, pointing out where you are and anywhere else you have been learning about recently, before drawing children’s attention to the Korean Peninsula.</p> <p><b>SLIDE 6 – The Korean Peninsula</b></p> <p>As you share the story below, clearly show which part of the peninsula you are describing.</p> <p><i>This map shows the Korean peninsula. A peninsula is land with water around most of it. After the Second World War, this land was separated into two countries: the Democratic People’s Republic of Korea (DPRC), commonly known as North Korea, and the Republic of Korea, also known as South Korea. There was a lot of fighting between the two sides, and a <u>border</u> was made between the two countries with many guards to stop people crossing over.</i></p> <p><i>When the peninsula was divided, there was suspicion and mistrust between the Governments. In the Republic of Korea, children just like you were encouraged by their teachers to draw children across the <u>border</u> as frightening figures, including devils with horns and tails.</i></p> <p><i>This made it easier for children to imagine people across the <u>border</u> as dangerous or completely different from themselves.</i></p> <p><b>Discuss – as a class</b></p> <hr/> <p><i>How might the children doing these drawings feel about the other children?</i></p> <p><i>How might the other children north of the border feel if they knew they were being drawn to look like they are scary?</i></p> <hr/> |
| 5 mins | <p><b>SLIDE 7 – Introducing Drawing Hope</b></p> <p><i>Many years later, some grown-ups in the <u>Republic of Korea</u> wanted to find a way to be more friendly towards the people living across the border in The Democratic Republic of Korea. They had an idea. Instead of drawing children across the border as scary or bad, children could draw pictures of themselves to say, “Hello, my <u>friend</u>.” A picture of yourself is called a <u>self-portrait</u>. These <u>self-portraits</u> were sent to children across the <u>border</u>. Then those children made their own pictures and sent them back.</i></p> <p><i>Some children even met each other. They shared their <u>self-portraits</u>, talked together and began to make new friendships.</i></p> <p><b>SLIDE 8 &amp; 9 – Hello, My Friend</b></p> <p><i>Since then, children in many places around the world have drawn <u>self-portraits</u> and shared them with other children.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                                                                          | <p>Show the self-portraits from different places. Look at the writing underneath. Explain that many messages begin with “Hello, my friend.” Read a few simple messages aloud and ask children what friendly things they notice.</p> <p><b>SLIDE 10 – Trans-local Exhibitions</b></p> <p><i>These <u>self-portraits</u> have been shown in exhibitions in different places around the world. An exhibition is a place where people can look at artwork. The artwork helps children in different places feel connected.</i></p> <p><i>Now it is your turn to join in. You will draw your own <u>self-portrait</u> and write a friendly message. Some of these may be shown in an exhibition in London next year, and some will even travel to be seen by children in other places around the world.</i></p> <p>N.B. If the pictures will also be shown in a local, regional or national exhibition, explain this to them as well.</p> <p><b>Reflect – Pairs</b></p> <hr/> <p><i>If you could send a drawing of yourself anywhere in the world, where would you like it to go?</i></p> <hr/> |
| <p><b>15 mins</b></p> <p><b>Resources</b></p> <p><i>Drawing paper</i></p> <p><i>Clipboards</i></p> <p><i>Pencils</i></p> | <p><b>SLIDE 11 – Partner Portrait Drawing</b></p> <p><i>Before we draw a self-portrait, we are going to have a go at drawing someone else.</i></p> <p>Pair children and set them up facing each other as shown in the <b>Drawing Guide</b>. Ask them to draw a simple portrait of their partner. Encourage them to notice face shape, hair, eyes, smile, clothing etc.</p> <p>Remind children that the drawing does not need to be perfect. The aim is to look carefully and draw with kindness.</p> <p>When finished, invite children to share their drawing with their partner and say one kind thing about the work.</p> <p>Collect in the portraits to use for reflection in Session 2.</p>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>5 mins</b>                                                                                                            | <p><b>SLIDE 12 – Reflection</b></p> <p><b>Reflect – in pairs, then as a class</b></p> <hr/> <p><i>How did it feel to draw your partner carefully?</i></p> <p><i>How did it feel when someone drew you?</i></p> <p><i>What will help you draw yourself next time?</i></p> <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Session 2 – My Self-Portrait – 60 mins

### Learning outcomes

By the end of this session, children will be able to:

- Identify simple facial features and notice details using a mirror.
- Practise drawing features kindly and carefully.
- Create the pencil outline of a self-portrait.

### Key Vocabulary

- **Look carefully** – to notice details before drawing.
- **Line** – a mark made by a pencil, pen or brush.
- **Shape** – the outline of something.
- **Texture** – how something looks or feels, such as curly hair, smooth skin or soft fabric.
- **Shading** – making parts of a drawing lighter or darker.
- **Background** – what is behind the person in a picture.

### Setup and Resources

For this session, seat children at tables with mirrors and drawing materials available.

- **Ball** suitable for passing around the class
- **Drawing Hope Presentation** printed/uploaded
- **Partner portraits** from Session 1
- **Mirrors**
- **Drawing pencils**
- **Scrap paper**
- **Drawing Guide**

| Timing                                   | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 5 mins                                   | <p>SLIDE 13 – Session 2</p> <p>Starting Game – Mirror Me</p> <p>In pairs, ask children to take turns making slow movements for their partner to mirror. Remind children to move safely and slowly.</p> <p>Reflect – in pairs then as a class</p> <hr/> <p><i>What helped your partner copy you?</i></p> <p><i>Why do artists need to <u>look carefully</u>?</i></p> <hr/> <p>Explain that this session will help children practise looking carefully, and taking their time, before drawing their own self-portrait.</p>                                                                                                                 |
| 5 mins                                   | <p>Opening Question</p> <p><i>What are some things that are similar about all of us?</i></p> <p>Invite children to share their ideas. You could include your school values or positive characteristics here as well as physical or circumstantial similarities.</p> <p>Session 1 Recap</p> <p>Ask children to remember one thing they learnt from session 1 about –</p> <ul style="list-style-type: none"> <li>– Ways we are similar and different</li> <li>– Drawing skills</li> <li>– How the way we make someone look can change how we think about them</li> </ul> <p>Pass a ball around the class and invite children to share.</p> |
| 5 mins<br>Resources<br>Partner portraits | <p>SLIDE 14 – What Makes a Good Portrait?</p> <p>Hand back the partner portraits to the artists. Ask children to look at their own drawing and find one thing they did carefully.</p> <hr/> <p><i>What did you notice when you drew your partner carefully?</i></p> <hr/> <p>Introduce the language of <u>texture</u>, <u>shading</u> and <u>background</u> to support their descriptions.</p> <hr/> <p><i>What could you try next time?</i></p> <hr/> <p>Create a simple success criterion with the class, for example:</p>                                                                                                             |

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|                                                                           | <ul style="list-style-type: none"> <li>– Look carefully</li> <li>– Add important details</li> <li>– Take your time</li> <li>– Fill the page</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>10 mins</b><br><b>Resources</b><br>Mirrors<br>Scrap paper<br>Pencils   | <p><b>SLIDE 15 – Artists by Artists</b></p> <p>Share images of famous self-portraits. Draw children's attention to:</p> <ul style="list-style-type: none"> <li>- How they have drawn their facial features, face shape, skin tone, hair and clothing.</li> <li>- The scale - How much of the artist is in the picture?</li> <li>- How the paintings make us feel.</li> <li>- Anything else that is in the painting – background, objects, animals.</li> </ul> <p>Invite children to look in a mirror and notice their own face shape, eyes, nose, mouth, hair and any details they may want to include.</p> <p>Demonstrate simple ways to draw eyes, noses, mouths, hair and face shapes. You might wish to use the <b>Drawing Features Handout</b> as a guide. Using the portraits from session 1, ask children to choose one facial feature they would like to practise drawing. Give them a few minutes to do so on scrap paper.</p> |
| <b>25 mins</b><br><b>Resources</b><br>Drawing paper<br>Mirrors<br>Pencils | <p><b>SLIDE 16 – Self-Portrait Part 1 – Sketch</b></p> <p>Ask children to begin drawing their self-portrait in pencil. Encourage them to look in the mirror often and to use the class success criteria.</p> <p>Guide children to think about how they make themselves look friendly, and add important details such as hair, clothing and glasses. When they have finished, they can add background objects or a place that matters to them, keeping an area clear to add a message in session 3 (N.B. you may wish to mark this out for them beforehand).</p> <p><i>Your <u>self-portrait</u> is your way of saying, "This is me." Take your time and choose details that would help someone looking at your artwork get to know you.</i></p>                                                                                                                                                                                         |
| <b>5 mins</b>                                                             | <p><b>SLIDE 17 – Reflection</b></p> <p><b>Reflect – in pairs, then as a class</b></p> <hr/> <p><i>What detail did you add to show something about you?</i></p> <p><i>What was tricky today?</i></p> <p><i>What helped you keep going?</i></p> <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



## Session 3 – ‘Hello, my Friend’ – 60 mins

### Learning outcomes

By the end of this session, children will be able to:

- Share something they would like a new friend to know.
- Complete a self-portrait with colour and a short friendly message.
- Share artwork respectfully and reflect on welcome and kindness.

### Key Vocabulary

- **Message** – words we write or say to someone
- **Welcome** – helping someone feel included
- **Bright** – a colour that feels strong or cheerful
- **Calm** – a colour or picture that feels gentle or peaceful
- **Gallery** – a place where people look at artwork
- **Share** – to show or talk about something with others.

### Setup and Resources

For this session, seat children at tables where they can complete their artwork and share it with others

- **Self-portraits in progress**
- **Drawing Hope Presentation** printed/uploaded
- **Writing paper**
- **Writing pencils**
- **Art materials** including colouring media
- **Sticky notes** or teacher feedback slips
- **Reflection sheets** – one per small group if not independently writing.

| Timing                                           | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 5 mins                                           | <p>SLIDE 18 – Session 3</p> <p>Starting Game – Qi Sticks (pronounced chi)</p> <p>In pairs, ask children to hold a stick or felt tip pen between their index fingers, using only the pressure between them to stop it falling. Once they are comfortable, invite them to begin moving together, taking care of each other and the space around them.</p> <p>Reflect – in pairs, then as a class</p> <hr/> <p><i>What skills did you need to make this activity work?</i></p> <p><i>Why might these skills be important for drawing self-portraits?</i></p> <hr/>                                                                                                                                                                   |
| 5 mins                                           | <p>Opening Question</p> <hr/> <p><i>What makes you <u>special</u>?</i></p> <hr/> <p>Pass a ball around the circle. The child holding the ball will receive a statement of something that is special about them. Anyone who has an idea of something they would like to say can put their hands forward with palms up like they are passing a gift, and the child with the ball can choose whomever they want to offer their 'special' statement.</p> <p>Reflect how wonderful it is to share these special things about each other, and we can do it any time we like!</p> <p>Session 2 Recap</p> <p>Ask children to remember one drawing skill they used in Session 2. Invite a few children to share.</p>                       |
| 10 mins<br>Resources<br>Writing paper<br>Pencils | <p>SLIDE 19 – Self-Portrait Part 2 – Message Writing</p> <p>Show examples of simple messages from international self-portraits. Ask children what they notice about the friendly words.</p> <p><i>You are writing a <u>message</u> to a <u>friend</u> you have not met yet. You could tell them something you like, something you are good at, something you hope for, or something you would like to do together.</i></p> <p>Ask children to draft a short message, beginning with “Hello, my friend”. Provide sentence stems where helpful:</p> <ul style="list-style-type: none"> <li>– Hello, my friend. My name is...</li> <li>– I like... I am good at...</li> <li>– I hope...</li> <li>– If we met, we could...</li> </ul> |

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|                                                                | <ul style="list-style-type: none"> <li>– Encourage children to use home languages or scripts where appropriate. Once checked, ask children to add the message neatly to their artwork, or ask an adult to scribe if needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>20 mins</b><br><b>Resources</b><br><b>Art materials</b>     | <b>SLIDE 20 – Self-Portrait Part 3 – Adding Colour</b><br><p>Invite children to add colour to their self-portraits. Demonstrate available materials and how to use them skilfully, referring to the <b>Drawing Guide</b> for reference. They may wish to practise using the materials on their scrap feature drawings first.</p> <p>Encourage them to choose colours that help show something about themselves, such as a favourite colour, a calm colour, a bright colour, a colour from a place they love, or a colour that feels friendly. You could return to SLIDE 15 to look at the portraits of other artists and discuss their use of colour.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>10 mins</b>                                                 | <b>SLIDE 21 – Artwork Sharing</b><br><p>Ask children to share their artwork with the partner they drew a portrait of in session 2.</p> <hr/> <p><i>What would you like to say about the way you painted your self-portrait?</i></p> <p><i>What do you appreciate about your partner's <u>self-portrait</u>?</i></p> <p><i>What is similar about your <u>self-portraits</u>? What is <u>special</u> or <u>different</u>?</i></p> <hr/> <p>Now leave their artwork at their tables and walk around the classroom gallery. Guide children to notice details in each other's work, and unexpected similarities between children that extend beyond physical appearance, and they may not have noticed before.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>10 mins</b><br><b>Resources</b><br><b>Pupil Reflections</b> | <b>SLIDE 22 – Reflection</b><br><p>Returning to their seats, take some time to reflect on the artwork of everyone together. Share aspects of the artwork you appreciate without singling out individuals, for example, "I noticed thoughtful use of shading and carefully written messages."</p> <p><b>Reflect – as a class</b></p> <hr/> <p><i>What do you think a child in a distant country will think when they see your portrait?</i></p> <hr/> <p>Complete a <b>Pupil Reflections</b> sheet with the class providing reflections. This can be done at another time if necessary.</p> <p><b>What happens next...</b></p> <p>Explain that the artwork will go on to be part of an exhibition. If there is a local exhibition, share the details with the class. Remind children that a selection will become part of the trans-local exhibition and travel the world. These will be selected to show a wide range of self-portraits, for example age, region and style, rather than the ones judged to be "the best".</p> <p>At the end of the lesson, ensure each child's name and age are clearly written on the front or back of their artwork. See the <b>Project Overview</b> for submission guidance.</p> |