



Drawing Hope Project Overview Ages 11-16



“Hello, my friend!”

Thank you for taking part in the Drawing Hope project. By teaching these sessions and inviting children and young people to contribute their artwork, you are joining a network of creativity that transcends boundaries and creates space for peace and reconciliation around the world.

The exhibition of children’s drawings began in 1996 with “Hello, My Friend!”, a self-portrait project led by peace initiative **Okedongmu**, which connected children from South and North Korea across the divide. It later evolved into **Drawing Hope**, gathering the dreams of children across Asia and around the world. The project launched its international exhibition in 2023 in Los Angeles and has since travelled to Belfast, Cape Town and the United Nations Headquarters in New York. In April 2026, an exhibition took place at Friends House in London, and **Quakers in Britain** were invited to launch a Britain-wide callout. Over the summer of 2026, the Peace Education team wrote and trialled these lessons so that schools and groups across Britain can now contribute artwork to this trans-local project* between now and the end of March 2027.

In this overview document, you will find an introduction to teaching the sessions, age-appropriate learning outcomes, artwork submission guidance, self-portrait requirements** and curriculum links for Scotland, Wales and England. Before teaching the sessions, **please register your school** via the **Drawing Hope Quaker webpage**. We also encourage you to read the **Drawing Guide**. This will also support you to follow the submission guidance requested by Okedongmu, our partner organisation.

We live in a time of increasing division and polarisation, including here in Britain. Children and young people can be drawn into narrow or oppositional ways of seeing others. Drawing Hope offers a simple but powerful alternative. By creating and sharing self-portraits and messages of greeting, children are encouraged to recognise their shared humanity with others – locally, nationally and globally.

We hope you enjoy taking part in Drawing Hope as much as we have enjoyed sharing it.

Izzy Cartwright, Ben Harper & Ben Mali

Peace Education Team - Quakers in Britain

*Trans-local is a term used by the Drawing Hope Network to describe connections between places. It supports us to think of the artwork as more than contributions from different nations – they are tools to think beyond borders, building bridges of connection and care.

Resource Pack Contents

1. Drawing Hope Project Overview – 11-16
2. Lesson Plans – 11-16
3. Artwork Guide - Secondary
4. Drawing Hope Presentation – 11-16
5. Matching Pictures Handout
6. Drawing Features Handout
7. Reflection Sheets
8. Submission Page

Teaching the Sessions

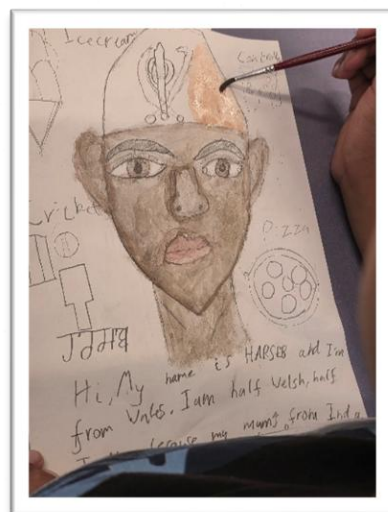
In these sessions, students explore identity, representation, conflict, dehumanisation and peacebuilding through self-portraiture. They consider how images shape perceptions before creating a self-portrait and message for an unknown audience.

The teaching pack includes slides to support the lessons. These are optional; you may prefer to use more interactive ways to share information about the project or teach it in an informal context such as outside.

Session 1 is designed to be led in a circle. This is a powerful way to model equality, build relationships and support belonging in your learning environment. Where possible, clear the tables and set up the space before the session begins. For many more circle games and activities, see 'Learning for Peace', an invaluable resource created by Peacemakers (www.peacemakers.org.uk).

Before teaching these sessions, please read the **Drawing Guide** for information that will help make these lessons successful. This will also support you to follow the submission guidance requested by Okedongmu, our partner organisation. Once the artwork is complete, please send it to us by the submission deadline.

For secondary pupils, BBC Bitesize's overview of the Korean War may support historical context when introducing the background to the Korean Peninsula.



Learning Outcomes

Session 1 – Representing Others	• Define identity, representation, stereotype, dehumanisation and peacebuilding. • Analyse how images influence perceptions of people, communities and nations. • Apply respectful dialogue and observation in a partner portrait study.
Session 2 – Portraying Ourselves	• Apply key ideas about identity, representation and self-representation. • Develop drawing through proportion, line, tone, texture and mark-making. • Create a self-portrait outline that communicates selected aspects of identity.
Session 3 – “Hello, my friend”	• Compose a concise message that extends the meaning of their self-portrait. • Use colour, materials and finishing techniques to strengthen visual impact. • Evaluate artwork and reflect on empathy, dignity and peacebuilding.

All lesson plans and resources are available to download for free from
www.quaker.org.uk/drawinghope

Exhibitions

Regional exhibitions will be taking place across Britain between October 2026 and March 2027. Please visit www.quaker.org.uk/drawinghope for the most up-to-date list of regional exhibitions planned and how to share artwork with coordinators.

If you would like to organise your own exhibition with other schools or youth groups, great! Please go ahead and make this happen and let us know via **drawinghope@quaker.org.uk** so we can share exhibition guidelines and resources with you.

There are great initiatives already set up across Britain. Examples include:

- Citywide exhibitions in libraries, train stations, community centres, cafes or other public spaces.
- Community exchange exhibitions that bring together artwork from very different localities (e.g. life on a remote island together alongside life in a big city).
- School linking exhibitions that specifically work with communities that have existing conflict or stereotypes.
- Exhibitions that connect to wider initiatives such as peace festivals or events.

Submitting Artwork

Once the self-portraits are complete, please compile the following to send to us:

- A selection of **original self-portraits** that meet the self-portrait requirements**
- **Reflection Sheets**
- **Submission Sheet**

Select any number of self-portraits to share with us, including a range of ages, styles and identities. We aren't looking for the most technically accurate artwork, but those that share something unique or speak to the wider messages of the project (friendship, representation and peacebuilding). We request that you share **original artwork** to ensure high quality scanning. You may wish to scan or photocopy your artwork to be kept in school or shared with children.

If your artwork is part of a local or regional exhibition, please send it to the relevant coordinator (see 'Exhibitions' above). If you are submitting artwork directly for the Spring 2027 London exhibition, please send it directly to –

Drawing Hope – QPSW
Friends House
173 Euston Road
London
NW1 2BJ

Please ensure all artwork has arrived before **31st March 2027**

If you have any questions about this process, please contact us at **drawinghope@quaker.org.uk**.

**Self-portrait Requirements

- **A4 paper** (ideally heavyweight)
- Either **portrait or landscape**
- **Colourful** artwork, using **any medium** (background colour encouraged)
- Front – Include a **greeting**, a short **introduction** (such as favourite things and dream) and a **message of hope**. See Session Plan 3 for more information.
- Back – **Name** and **age** of artist as well as any words written in additional languages **translated into English**.

Curriculum Links

England

- **Art and Design:** Develop observation, drawing, painting and mixed-media skills with increasing independence; refine use of line, tone, texture, colour, composition and materials; analyse, evaluate and improve work; consider how artists and visual culture shape identity, history and society.
- **Citizenship / PSHE / SMSC:** Explore human rights, dignity, identity, prejudice, stereotype, dehumanisation, conflict, dialogue, respect and peacebuilding; consider responsibilities in local, national and global communities.
- **English:** Take part in structured discussion and critique; justify interpretations; use reflective and persuasive language; compose concise written messages for a real public audience.
- **History and Geography:** Connect the Korean peninsula to themes of border, division, conflict, memory, power and geopolitical narratives; consider how historical events shape contemporary identities and relationships.
- **RE / Ethical reflection:** Examine shared humanity, justice, reconciliation, empathy and moral responsibility across difference.

Wales

- **Expressive Arts:** Experiment with visual language, materials and techniques; refine creative decisions; evaluate artwork critically; explore identity, voice, culture and representation through self-portraiture.
- **Health and Well-being:** Reflect on identity, dignity, belonging, empathy, relationships and the impact of representation on individuals and communities.
- **Humanities:** Investigate place, conflict, peace, rights, power, borders and community; consider how narratives shape understanding of people and events.
- **Languages, Literacy and Communication:** Discuss, question, analyse and reflect; communicate ideas clearly for an audience through written statements and messages.
- **14–16 / Four Purposes:** Supports creative, ethical, capable and confident learning; encourages learners to become ethical, informed citizens and enterprising, creative contributors.

Scotland

- **Expressive Arts:** Use visual elements, media and materials with increasing skill and intention; develop expressive artwork; analyse and evaluate creative choices and meaning.
- **Health and Wellbeing:** Explore voice, self-respect, inclusion, empathy, relationships and responsibility; reflect on how representation affects wellbeing and belonging.
- **Literacy and English:** Engage in discussion, analysis, critique and reflection; write for purpose, audience and impact through messages and artist reflection.
- **Social Studies / RME:** Examine conflict, borders, identity, dignity, justice, prejudice, peace and responsibility; consider global citizenship and moral questions.
- **Four Capacities:** Builds successful learners, confident individuals, responsible citizens and effective contributors through critical enquiry, creative practice and collaborative reflection.