



Drawing Hope Project Overview Ages 7–11



“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 – 7-11
2. Lesson Plans – 7-11
3. Artwork Guide - Primary
4. Drawing Hope Presentation – 7-11
5. Matching Pictures Handout
6. Drawing Features Handout
7. Reflection Sheets
8. Submission Page

Teaching the Sessions

In these sessions, children explore identity, representation and peacebuilding by creating a self-portrait for “a friend I haven’t met yet”. They consider what makes them unique, notice similarities and differences, and use art to build connection and empathy across borders and identities.

The lessons combine art, dialogue, identity, representation, empathy, conflict, peacebuilding and global citizenship.

In the first session, pupils are introduced to the origin of the Drawing Hope project in the Korean peninsula and use drawing as a way to experience the importance of self-representation. Session two supports children with the skills of portraiture before they draft their own self-portraits using pencil. In session three, pupils paint their portraits and use them as tools to share their identities with each other.

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).

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.

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.



Learning Outcomes

Session 1 “Hello, my friend”	• Describe identity, representation and the purpose of Drawing Hope. • Explore similarities, differences and how images can shape how people are seen. • Use careful observation to draw a respectful partner portrait.
Session 2 Portraying Ourselves	• Recall key ideas about identity and representation. • Practise portrait techniques, including proportion, tone, texture and mark-making. • Create a self-portrait outline that communicates selected aspects of identity.
Session 3 Representing Others	• Compose a short message to “a friend I haven’t met yet”. • Complete a self-portrait using colour, materials and chosen details. • Evaluate artwork respectfully and reflect on empathy and connection.

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, including:

- 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.

Curriculum Links

**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**.

England

- **Art and Design:** Develop sketchbook-style observation and review; improve drawing and painting techniques through line, proportion, tone, texture, pattern and colour; use materials with increasing control; evaluate and respond to artists, peers and their own work.
- **English:** Contribute to discussion, ask questions and build on others' ideas; explain choices and opinions; use reflective language; compose purposeful messages for a real audience beyond the classroom.
- **PSHE / Relationships / Citizenship / SMSC:** Explore identity, belonging, empathy, inclusion, stereotypes, respect and peaceful relationships; practise dialogue, listening and reflection through circle work and peer response.
- **Geography and History:** Locate and discuss the Korean peninsula in broad terms; introduce borders, communities and how history can shape relationships; connect local experiences with wider global stories.
- **RE / Ethical reflection:** Consider dignity, care, shared humanity and peace across difference.

Wales

- **Expressive Arts:** Develop creative and technical skills in drawing, painting and visual communication; explore identity and representation through self-portraiture; respond to and evaluate their own and others' work.
- **Health and Well-being:** Strengthen self-awareness, confidence, empathy, belonging and respectful relationships; recognise the impact of words, images and behaviour on others.
- **Humanities:** Explore place, community, conflict, peace and belonging; consider how people and places are connected across borders.
- **Languages, Literacy and Communication:** Listen, question, discuss and reflect; use spoken and written language to explain ideas and create messages for an audience.
- **Four Purposes:** Supports ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.

Scotland

- **Expressive Arts:** Use observation, visual elements and materials to communicate ideas; develop drawing, painting and design skills; give and receive constructive responses to artwork.
- **Health and Wellbeing:** Build confidence, cooperation, empathy, respect and inclusion; reflect on identity, relationships, difference and belonging.
- **Literacy and English:** Listen, discuss, question, explain, evaluate and write for purpose and audience through artist statements and messages.
- **Social Studies / RME:** Explore people, places, conflict, fairness, dignity and respect; consider global citizenship, peace and understanding across difference.
- **Four Capacities:** Encourages successful learners, confident individuals, responsible citizens and effective contributors through creative enquiry and collaborative reflection.