

Drawing Hope Lesson Plans – Ages 7-11

Session 1 – Representing others – 60 mins

Learning outcomes

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

- 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.

Key Vocabulary

- **Identity** – the unique mix of characteristics, interests, cultures and beliefs that makes someone who they are.
- **Representation** – the way something or someone is shown.
- **Self-Portrait** – A representation of an artist, created by the artist themselves.
- **Peninsula** – a landform that is mostly surrounded by water.
- The Democratic People's Republic of Korea (DPRC) – The Northern half of the Korean peninsula.
- **The Republic of Korea** - The Southern half of the Korean peninsula.
- **Border** – a boundary between two places.
- **Trans-local** – being connected to more than one place.

Setup and Resources

Space cleared with a circle of chairs

- **Scrap paper** x2, **clipboard/whiteboard** and **pencil** for each child ready under each chair
- **Ball** suitable for passing in the circle
- Drawing Hope Presentation printed/uploaded
- Matching Pictures Handout – one per group of 3-5
- A few **cuddly toys** (none that children recognise or have a strong attachment to)

Timing	Activity
5 mins Resources <i>Passing ball</i>	SLIDE 1 – Session 1 What is something you could do with a new friend? 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 comb their hair (miming hair combing)', 'I could tell them a joke (laughing)', 'I could give them a hug (mime hugging)'. Everyone else in the circle repeats their gesture back to them.
5 mins	Starting Game – “The sun shines on me and anyone who...” 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. The sun shines on me and anyone who likes drawing. The sun shines on me and anyone who is wearing white socks. The sun shines on me and anyone who likes stories. Finish with a statement that applies to every child. Next, invite a child who has an idea for a statement that is true for them to stand in the middle of the circle and remove their chair from the circle. With each subsequent statement, one child will be left in the middle to offer the next statement. If there is not enough space for a circle, the game can be adapted for tables. Ask children to move carefully around the classroom and consider removing the competitive element. Reflect – as a class <i>What is different about us? What is similar?</i> Explain that when children swapped seats, the statement was part of their <u>identity</u> . This could be the clothes you wear, where you live, how many brothers or sisters you have. <i>Are there other things that are part of our <u>identity</u>?</i> <i>Do we choose all parts of our <u>identity</u>?</i> <i>As a class, do you think there are more ways we have different or similar <u>identities</u>?</i> Begin to draw out that although there is a lot that is different about us, there is far more that we have in common and connects us. Explain that the next activity will help children notice how much we share with children in other places too.

10 mins Resources <i>Matching pictures handout</i>	SLIDE 2 – Matching Activity Introduce the map of the world on the Matching Pictures Handout, drawing children's attention to some places that are relevant to them. Share the handout to groups of four or five. Explain that these are drawings from around the world that children have drawn of themselves - <u>self-portraits</u>. Ask children to match each drawing to the country, discussing their reasoning in their groups. You could invite children to move around the room to see what other groups have guessed, before altering their own answers. SLIDE 3 – Answers & Reflection Share the answers (1. The Democratic People's Republic of Korea; 2. Republic of Ireland; 3. The United States of America; 4. Colombia; 5. South Africa; 6. The Republic of Korea; 7. Cambodia). Reflect – in groups <i>What did you notice about the children in the drawings?</i> <i>What made matching the children to their country easy/difficult?</i> This activity is intentionally nearly impossible to do and will only be achieved by guessing. Around the world, children share many similarities, regardless of where they come from. We are now going to explore what happens when people are represented in ways that are unfair or untrue.
10 mins Resources <i>Cuddly toys or dolls</i> <i>Paper</i> <i>Pencils</i> <i>Clipboards</i>	SLIDE 4 – Representation Drawing Activity Place a few cuddly toys or dolls in the centre of the circle and ask the children to take out the drawing materials from under their chairs. Tell children they have five minutes to draw one of the toys, but to represent it as frightening or dangerous. Offer prompts if needed, such as sharp teeth, horns, dramatic eyebrows or a dramatic title, for example "Beware of the Bear!" When the drawings are complete, introduce the word "<u>representation</u>": the way something or someone is portrayed. Ask children to share their image with the person next to them and discuss what they think the creature is like. Gather some of these words from the class and record them under the heading 'negative representation'. Explain that the toy is not <i>actually</i> all these words, but its identity has been changed by the way it has been portrayed in everyone's drawings. Read these words back to the class. Explain that if someone saw this poster but had never seen a cuddly toy before, they might think all cuddly toys were like this. Ask children to imagine what would happen if a new child in the school came into the circle and everyone drew them in this way. Invite children to discuss how that child might feel and why, first in pairs and then as a class.

	Ask how that child might like to be portrayed instead. Record children's ideas under the heading "positive representation," drawing out that these are ways people might choose to represent themselves when they are not being unfairly represented by others. Ask all children to stand and make a statue of someone being described by these positive representation phrases. Read them aloud slowly, giving children time to notice how they feel in their statues. Explain that this connects to the idea behind Drawing Hope: using art to represent ourselves with care so we can share who we really are, rather than allowing others to define us unfairly.
5 mins	SLIDE 5 – The Korean Peninsula in the World Ask if anyone can find the Korean Peninsula - a landform that is mostly surrounded by water - on the map. SLIDE 6 – The Korean Peninsula <i>From the world map, you can see the Korean <u>peninsula</u>. A <u>peninsula</u> is a piece of land that is mostly surrounded by water. Today, this one <u>peninsula</u> is divided into two countries: The <u>Democratic People's Republic of Korea</u> (or the <u>DPRK</u>) in the North, and the <u>Republic of Korea</u>, widely called South Korea.</i> <i>For a long time, the Korean <u>peninsula</u> was one country. After the Second World War ended in 1945, the <u>peninsula</u> was no longer controlled by Japan. The United States and the Soviet Union, who had different ideas about how countries should be run, each took responsibility for a different part of the <u>peninsula</u>. This was meant to be temporary, but over time the division became more fixed.</i> <i>In 1948, two separate countries were formed by the Soviet Union and the United States. In 1950, war broke out between them. The fighting stopped in 1953, but a <u>peace</u> agreement was never fully settled. A heavily guarded <u>border</u> still separates the two countries today.</i> <i>When countries or groups are divided for a long time, people can start to <u>represent</u> each other in ways that aren't true. In South Korea, children were encouraged to draw children across the <u>border</u> as frightening figures, including devils with horns and tails. This made it easier for children to imagine people across the <u>border</u> as dangerous or completely different from themselves.</i> Discuss – as a class <i>What can happen when children are encouraged to see other children as frightening or not like them?</i> <i>What might those children believe when they grow up?</i> Make links with any work you may have already done about equality, diversity, inclusion, UN rights respecting schools or British Values. (SLIDE 7 – Northern Ireland and the Republic of Ireland is a second case study for secondary pupils – you are welcome to mention this if time allows)

	Reflect – in pairs, then as a class <i>Can you think of times when people are encouraged to be afraid of others because they seem different?</i> Explain that children are now going to hear about a real project where art was used to challenge unfair <u>representations</u> and help children see each other differently.
5 mins	SLIDE 8 – Introducing Drawing Hope Thirty years ago, a group of people in the <u>Republic of Korea</u> dreamed of <u>peace</u> and better relationships with their neighbours in the north. They wanted to use drawing in a different way. Instead of encouraging children to draw children across the <u>border</u> as devils or enemies, they invited them to draw pictures of themselves as a way of saying hello. These <u>self-portraits</u> were sent across the <u>border</u> to the DPRK, where children created and shared their own <u>portraits</u> in return. Some of these children went to meet each other to share their artwork and make friendships across the <u>border</u>, which hadn't happened since the countries were divided. Discuss – as a class <i>How do you think these children felt sharing these pictures of themselves?</i> <i>How do you think they felt seeing pictures of children from across the border?</i> SLIDE 9 & 10 – Hello, My Friend <i>Since then, children from around the world have drawn similar pictures and shared them with children in different locations around the world.</i> Show the self-portraits from different parts of the world, drawing attention to the writing underneath. SLIDE 11 – Trans-local Exhibitions <i>These artworks have led to exhibitions around the world. We call them '<u>trans-local</u>', because they bring together different communities all over the world – from Lithuania to Palestine, Australia to Switzerland.</i> <i>Now, the people behind this project are asking YOU to get involved! Everyone will draw their own self-portrait and message, and some will be chosen as part of a Britain-wide exhibition next year in London, before being sent off to join exhibitions all over the world.</i> N.B. You may have also been asked to create these pictures for a local, regional or national exhibition so don't forget to mention this as well!

	Reflect – Pairs <i>If your <u>self-portrait</u> and message could travel anywhere in the world, where would you like it to go to?</i>
15 mins Resources <i>Drawing paper</i> <i>Pencils</i> <i>Clipboards</i>	SLIDE 12 – Partner Portrait Drawing Before we draw a self-portrait, we are going to have a go at drawing someone else. Pair children with someone in the class they do not know so well and set them up to practise drawing a portrait, using the setup detailed in the Drawing Guide. Looking closely can help build connection, so avoid pairing children with close friends where possible. If children wish to draw their friends, they could be offered materials to do so at another time. You may wish to guide children to: • Spend more time looking at the other person than at the paper. Notice where the light is coming from and how darker and lighter areas can be shown with pencil. • Remember that the portraits do not need to be exact likenesses; the aim is to observe carefully and represent the person with care. • Draw what is actually there (i.e. are there actually many lines that make up a nose?) and avoid exaggerating features in a way that makes the person look frightening or unkind - this isn't the same as the previous exercise. • Try not to worry if the drawing your partner has made does not look exactly like you. This is practice, and drawings can capture something about a person without being perfect. • If children finish early, invite them to add their partner's clothing or background. When finished, ask children to share their portrait with their partner rather than the whole class, and collect them in at the end to use as feedback for session 2.
5 mins	SLIDE 13 – Reflection Reflect – in pairs <i>How did it feel to <u>represent</u> your partner when you drew them?</i> <i>How did it feel to be <u>represented</u> by them?</i> Reflect – as a class <i>What have you learnt about <u>representation</u> today?</i> <i>How would you like to <u>represent</u> yourself when you make your <u>self-portrait</u>?</i>

Session 2 – Portraying Ourselves – 60 mins

Learning outcomes

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

- 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.

Key Vocabulary

- **In common** – things or people that have something similar about them.
- **Critique** – carefully analysing the strengths and weaknesses of an artwork.
- **Mark-making** - The different lines, dots, and textures created to express feelings, movement, or the surface of an object.
- **Texture** – Giving a drawing a feeling using light, shadow and line.
- **Shading** - the technique of adding varying levels of darkness to a drawing to create the illusion of light, three-dimensional form, and depth.
- **Proportion** – the size relative to different parts of a drawing.

Setup and Resources

For this session we encourage you to seat children at tables with children they are less familiar with.

- **Ball** suitable for passing around the class
- **Drawing Hope Presentation** printed/uploaded
- **Sticky labels**
- **Drawing pencils**
- **Art materials** (see Drawing Guide)
- **Scrap paper** for upskilling
- **Reflection sheets**

Timing	Activity
5 mins	SLIDE 14 – Session 2 Starting Game – Mirroring In pairs, ask children to decide who is A and who is B. Standing in front of each other, ask A to mirror B as accurately as they can, then invite them to switch roles. Encourage children to move slowly so their partner can follow. Then ask them to try again with no leader or follower, requiring them to pay close attention to each other's movements. Reflect – in pairs, then as a class <i>What skills did you need to make this activity work?</i> <i>Why might these skills be important for drawing self-portraits?</i>
5 mins	Session 1 Recap Ask pairs to discuss what they learnt from Session 1. Pass a ball around the class and invite tables to share one idea. Remind children of – - The definition of representation (the way something or someone is portrayed) and why it matters - The story of Drawing Hope from the Korean peninsula - Practising portrait drawing, and how it felt to draw someone else carefully Explain that this session will build on that learning by helping children develop the skills they need to represent themselves thoughtfully in their own self-portraits. Opening Question <i>What three things do you have <u>in common</u> with everyone on your table?</i> Give each table one minute to find three things they have in common, for example, "We all have brown eyes." Invite tables to feed back their answers to the group.
10 mins	SLIDE 15 – Success Criteria
Resources	Hand out the session 1 portraits to the artist (rather than the subject). Ask them to reflect with the person next to them –
Sticky notes	

<i>Writing pencils</i>	One star – something they did well to <u>represent</u> their partner, using <u>critique</u> to explain their thinking. One wish – something they could develop with practice. Pass the ball to children who would like to share their star and wish. Reflect – at tables with sticky notes <i>How can we draw amazing <u>self-portraits</u>?</i> Invite children to write their ideas clearly on separate sticky notes. Using these and the Drawing Guide as a reference, compile a success criterion of 4 or 5 statements. Display this where children can refer to it during the drawing process.
10 mins Resources Drawing Features Printout Mirrors Scrap paper Drawing pencils	SLIDE 16 – Artists by Artists Share images of famous self-portraits. Draw children's attention to: - The position of the figures - The scale - how much of the artist is in the picture? - The colours, clothing and facial expressions used, and what these might suggest about how the artists want to be represented. Discuss – as a class <i>What is effective about these artworks?</i> <i>How have the artists <u>represented</u> themselves?</i> Discuss – in pairs, then as a class <i>How would you like to <u>represent</u> yourself in your portrait, using <u>mark-making</u>, <u>texture</u>, <u>shading</u> and <u>proportion</u>?</i> <i>If there is one part of the face you would like to get better at drawing, what would it be?</i> Introduce upskilling tables for each feature: eyes, nose, mouth, face shape and hair. Demonstrate different pencil techniques, such as shading and texture, and remind children of the importance of proportion when drawing faces. Children can then practise with scrap paper. With the artist's permission, share examples with the class and discuss what is effective.
20 mins	SLIDE 17 – Self-Portrait Part 1 – Sketch

Resources <i>Drawing paper</i> <i>Mirrors</i> <i>Pencils</i>	Ask children to begin drawing their self-portraits in pencil, using graphite rather than colouring pencils. Refer to the success criteria and the Drawing Guide for ideas on how to support pupils to create high-quality artwork. Move around the classroom and encourage children to look closely in the mirrors. When children are confident with their outline, invite them to add a background showing a place that is important to them, or objects that symbolise things they love or are interested in. Refer to the guidance in the Drawing Guide about the use of symbols. Ensure children leave space for the words they will add later; you may wish to mark this out beforehand.
5 mins	SLIDE 18 – Reflection Reflect – in pairs then as a class <i>What have you learnt about drawing a <u>self-portrait</u> today?</i> <i>What techniques did you use?</i> <i>How did you overcome challenges when they came up?</i>

Session 3 – Completing and Sharing our Self-Portraits – 60 minutes

Learning outcomes

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

- 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.
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Key Vocabulary

- **Unique** – being the only one of its kind.
- **Complementary colours** - colours that sit opposite each other on the colour wheel that create high contrast.
- **Analogous colours** - colours that are close to each other on the colour wheel to create a harmonious and calm effect.

Setup and Resources

For this session we encourage you to seat children at tables with children they are less familiar with. Qi Sticks - Wooden Dowels or felt tip pens - One per pair

- **Ball** suitable for passing around the class
- **Drawing Hope Presentation** printed/uploaded
- **Sticky notes**
- **Drawing pencils**
- **Art materials** (see **Drawing Guide**)
- **PRINT - Reflection sheets**

Timing	Activity
5 mins	Slide 19 – Session 3
Resources	Starting Game – Qi Sticks (pronounced chi)
Wooden dowels or felt tip pens	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. Reflect – in pairs, then as a class <i>What skills did you need to make this activity work?</i> <i>Why might these skills be important for drawing self-portraits?</i>
5 mins	Session 2 Recap Ask pairs to discuss what they learnt from Session 2. Pass a ball around the class and invite tables to share one idea. Remind children of – - The key artistic skills they have been developing, as well as the original purpose for their artwork - The success criteria they developed together - The aspects of their identity they want to share with others. Opening Question <i>What is <u>unique</u> about each of you?</i> Give children one minute to find one thing about each person in their group that is different from everyone else in the group, for example, “My favourite animals are worms.” Pass a ball around the classroom and invite children to share their idea if they think no one else in the class shares it with them. Reflect – as a class <i>Why is it important to celebrate the things that make us different?</i> <i>Is there something special or <u>unique</u> about you that you would like to write on your <u>self-portrait</u>?</i> Explain that children will now use these ideas about uniqueness to write a short message for a friend they have not met yet.

15 mins Resources Scrap writing paper Writing pencils	SLIDE 20 – Self-Portrait Part 2 – Message Writing Show the class some examples of writing from the international self-portraits. Highlight the elements included – their name, where they live, interests, a question for the person receiving the image. Ask children what makes the messages effective. Explain that children will now draft their own sentences. <i>Thinking about meeting a new friend from a different part of the world...</i> <i>What would you want them to know about you?</i> <i>What would you like to do together?</i> Ask children to talk to a partner about their ideas before drafting their sentences on scrap paper. Take some feedback and check that children are thinking about ideas that would be meaningful and appropriate to share. - Encourage the use of other languages and scripts. - Discourage discussion of material possessions or comments that emphasise differences in wealth, status or privilege. Once sentences are drafted and checked, ask children to add these sentences neatly and clearly to their artwork.
15 mins	SLIDE 21 – Self-Portrait Part 3 – Adding Colour Demonstrate each of the materials available, showing children how to use them effectively. Refer to the Drawing Guide for advice and ideas. Invite children to choose and use these materials to colour their self-portraits. Ask them to think about <u>complementary colours</u>, which sit opposite each other on the colour wheel and create high contrast, and <u>analogous colours</u>, which sit close to each other on the colour wheel and create a harmonious, calm effect. Encourage them to use colours that they feel represent them and they would like to share with others, for example – - my favourite colour - an impression of a place that is important to me - An emotion or feeling - Something about my identity such as the colour of my favourite football team - A time of day or a season of the year I love.
10 mins	SLIDE 22 – Artwork Sharing <i>How have you chosen to <u>represent</u> yourself?</i>

	Ask children to tidy their tables and leave their artwork at their seats. Give children time to walk around the classroom and look at the gallery of each other's artwork. Guide them to notice aspects that are unique, as well as aspects they have in common. Give children the opportunity to share their artwork with a partner and the wider class. Guide them towards finding things they have in common with one another, as well as elements they appreciate in each other's work. Reflect – as a class <i>What do your own <u>self-portraits</u> say about what makes you special?</i> <i>What do you appreciate about the artwork of others?</i> <i>What do your artworks have <u>in common</u>?</i> <i>What do you think a child in a distant country will think/feel when seeing your portrait?</i>
10 mins Resources Reflection sheets	SLIDE 23 – Reflection Reflect – as a class <i>Why is it important that we have opportunities to <u>represent</u> ourselves to others?</i> Ask children to fill out the Reflection Sheets. What happens next... Share aspects of the artwork you appreciate without singling out individuals, for example, "I noticed thoughtful use of shading and carefully written messages." 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". 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 Project Overview for submission guidance.