

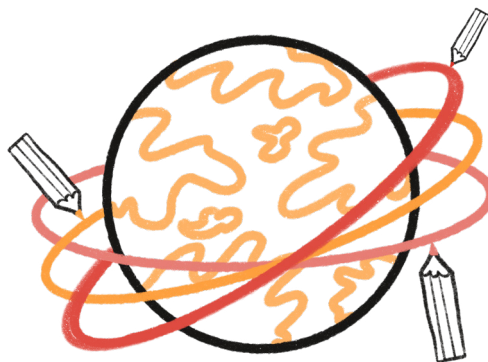
HELPFUL TIPS & STRATEGIES FOR **Planet 1 - Writing & Drawing**

.....

Table of Contents

.....

Overview	~~~~~	2
Infants	~~~~~	3
Toddlers	~~~~~	6
Preschoolers	~~~~~	10



Overview



This Planet encourages the telling of stories through writing and drawing. Prompts and activity sheets are available for both the caregiver and the child, these can be done together or individually. Participants can make use of both the Memory and Emotion Cards to help remember stories they'd like to share.

Caregivers and facilitators should be encouraged to draw and write along with the children. This could help create a sense of community and relax the dynamics of the group, since everyone would be participating and sharing.

If available, a local artist could be found on this Planet. If the kids wish for it, and require assistance, the artist could teach them how to draw.

Work Produced: Drawings and writing

Note: The following breakdown is a suggestion. Each group can, and should, adapt these points to best fit their own participants, facilitators, and the space they will use for the session(s). This breakdown is not meant as a prescriptive procedure on how to set up this Planet, but as an example of steps that might be useful while setting-up and running this station.

Infants (0-24 months)

Materials Needed	Why?
▪ Activity Sheets	For participants to use and keep
▪ Papers, pencils, markers & clipboards	To fill activity sheets, and for participants who prefer to use a blank page instead to draw or write
▪ Emotion Cards (if possible)	To help participant link storymaking with emotions
▪ Table(s) and chairs	Accessibility reasons & comfort of participants while they write or draw
▪ Prompt Cards	Starting point for the discussion

Verbal Strategies	Why?
<ul style="list-style-type: none"> ▪ Inform child and caregiver of the activity and its purpose 	<p>Establishes the main objective and the outcome of the activity.</p>
<ul style="list-style-type: none"> ▪ Encourage interaction between caregiver and infant towards other caregivers and infants 	<p>Expanding on the infant's understanding of the world and allowing them the opportunity to think, hear, and communicate to the best of their abilities towards others outside of their immediate family. Creates awareness and builds community.</p>
<ul style="list-style-type: none"> ▪ Ask caregivers if they would like to share, write, or draw about one of their stories that happened during the pandemic 	<p>This may become a good place to start processing their experiences, with others who have experienced similar situations nearby, but without the expectation of sharing their story if they wish not to.</p>
<ul style="list-style-type: none"> ▪ Use simple, open-ended questions 	<p>Enables creativity, communication and promotes their thinking as they hear themselves converse with their caregiver and facilitator.</p>
<ul style="list-style-type: none"> ▪ Make use of the prompt cards and activity sheets 	<p>If the participants are not feeling inspired, the prompt cards may serve as a starting point to remember their experiences.</p>

Arrangements Strategies	Why?
<ul style="list-style-type: none"> ▪ Providing one or more tables with chairs 	<p>Allows participants to write and draw comfortably</p>
<ul style="list-style-type: none"> ▪ Place the activity sheets and prompts into clear categories: for caregivers, for children, and activities to do together. 	<p>It makes the goal and target of each activity sheet clear. Once they are done with one sheet, they can come back and take another sheet from that stack, or another stack if they want to try a different type of activity</p>

Behavioural Strategies	Why?
<ul style="list-style-type: none"> ▪ Observe child's actions 	<p>Reinforces the infant's actions and encourages the infant to continue engaging.</p>

Toddlers *(14 months - 3 yrs old)*

Materials Needed	Why?
▪ Activity Sheets	For participants to use and keep
▪ Papers, pencils, markers & clipboards	To fill activity sheets, and for participants who prefer to use a blank page instead to draw or write
▪ Emotion Cards (if possible)	To help participant link storymaking with emotions
▪ Table(s) and chairs	Accessibility reasons & comfort of participants while they write or draw
▪ Prompt Cards	Starting point for the discussion

Verbal Strategies	Why?
<ul style="list-style-type: none"> ▪ Inform child and caregiver of the activity and its purpose 	<p>Establishes the main objective and the outcome of the activity.</p>
<ul style="list-style-type: none"> ▪ Encourage interaction between caregiver and child towards other caregivers and children 	<p>Expanding on the child's understanding of the world and allowing them the opportunity to think, hear, and communicate to the best of their abilities towards others outside of their immediate family. Creates awareness and builds community.</p>
<ul style="list-style-type: none"> ▪ Ask caregiver and child if they would like to share, write or draw about one of their stories that happened during the pandemic 	<p>This may become a good place to start processing their experiences, with others who have experienced similar situations nearby, but without the expectation of sharing their story if they wish not to.</p>
<ul style="list-style-type: none"> ▪ Encourage kids who are not yet able to read, to draw the story if they would like 	<p>Enables creativity and keeps the child engaged</p>
<ul style="list-style-type: none"> ▪ "Here are some Emotion Cards, you can pick one." ▪ "Can you pick an Emotion Card that shows how you feel today?" 	<p>Helps them link their story with an emotion</p>

<ul style="list-style-type: none"> ▪ Use simple open-ended questions 	Enables creativity, communication and promotes their thinking as they hear themselves converse with their caregiver and facilitator.
<ul style="list-style-type: none"> ▪ Make use of the prompt cards and activity sheets 	If the participants are not feeling inspired, the prompt cards may serve as a starting point to remember their experiences.

Arrangements Strategies	Why?
<ul style="list-style-type: none"> ▪ Providing one or more tables with chairs 	Allows participants to write and draw comfortably
<ul style="list-style-type: none"> ▪ Place the activity sheets and prompts into clear categories: for caregivers, for children, and activities to do together. 	It makes the goal and target of each activity sheet clear. Once they are done with one sheet, they can come back and take another sheet from that stack, or another stack if they want to try a different type of activity

Behavioural Strategies	Why?
<ul style="list-style-type: none">▪ Observe children actions	Reinforces the toddler's actions and encourages them to continue engaging.
<ul style="list-style-type: none">▪ Point to, and touch the writing and drawing materials, and engage with the toddler	Helps the toddlers focus on the materials and further explore
<ul style="list-style-type: none">▪ Draw alongside the child and encourage caregivers to do the same	Helps create a relaxed environment. It engages everyone, instead of adults waiting for a child to finish their work.

Pre-School *(2.5 - 6 yrs old)*

Materials Needed	Why?
<ul style="list-style-type: none"> ▪ Activity Sheets 	For participants to use and keep
<ul style="list-style-type: none"> ▪ Papers, pencils, markers & clipboards 	To fill activity sheets, and for participants who prefer to use a blank page instead to draw or write
<ul style="list-style-type: none"> ▪ Emotion Cards (if possible) 	To help participant link storymaking with emotions
<ul style="list-style-type: none"> ▪ Table(s) and chairs 	Accessibility reasons & comfort of participants while they write or draw
<ul style="list-style-type: none"> ▪ Prompt Cards 	Starting point for the discussion

Verbal Strategies	Why?
<ul style="list-style-type: none"> ▪ Inform child and caregiver of the activity and its purpose 	<p>Establishes the main objective and the outcome of the activity.</p>
<ul style="list-style-type: none"> ▪ Encourage interaction between caregiver and child towards other caregivers and children 	<p>Expanding on the child's understanding of the world and allowing them the opportunity to think, hear, and communicate to the best of their abilities towards others outside of their immediate family. Creates awareness and builds community.</p>
<ul style="list-style-type: none"> ▪ Ask caregiver and child if they would like to share, write or draw about one of their stories that happened during the pandemic 	<p>This may become a good place to start processing their experiences, with others who have experienced similar situations nearby, but without the expectation of sharing their story if they wish not to.</p>
<ul style="list-style-type: none"> ▪ Encourage kids who are not yet able to read, to draw the story if they would like 	<p>Enables creativity and keeps the child engaged</p>
<ul style="list-style-type: none"> ▪ "Here are some Emotion Cards, you can pick one." ▪ "Can you pick an Emotion Card that shows how you feel today?" 	<p>Helps them link their story with an emotion</p>

<ul style="list-style-type: none"> ▪ Use simple open-ended questions 	Enables creativity, communication and promotes their thinking as they hear themselves converse with their caregiver and facilitator.
<ul style="list-style-type: none"> ▪ Make use of the prompt cards and activity sheets 	If the participants are not feeling inspired, the prompt cards may serve as a starting point to remember their experiences.

Arrangements Strategies	Why?
<ul style="list-style-type: none"> ▪ Providing one or more tables with chairs 	Allows participants to write and draw comfortably
<ul style="list-style-type: none"> ▪ Place the activity sheets and prompts into clear categories: for caregivers, for children, and activities to do together. 	It makes the goal and target of each activity sheet clear. Once they are done with one sheet, they can come back and take another sheet from that stack, or another stack if they want to try a different type of activity

Behavioural Strategies	Why?
<ul style="list-style-type: none"> ▪ Observe children actions 	<p>Reinforces the child's actions and encourages them to continue engaging.</p>
<ul style="list-style-type: none"> ▪ Point to, and touch the writing and drawing materials, and engage with the child 	<p>Helps the child focus on the materials and further explore</p>
<ul style="list-style-type: none"> ▪ Draw alongside the child and encourage caregivers to do the same 	<p>Helps create a relaxed environment. It engages everyone, instead of adults waiting for a child to finish their work.</p>

Helpful Tips:

- » Review the prompts and activity sheets prior to starting the workshop session to familiarize yourself.
- » Pace yourself when you have a lineup of kids who all want help with drawing/drawings by the artist. If need be, give them a number so they know where they are in the lineup. For their sake and for your own.
- » Remember to draw quickly and showcase what is important. You do not need to draw detailed drawings for the children or caregivers. Remember to breathe and draw as you can.
- » There is no harm in saying that you do not know how to draw something and need a reference. Feel free to use your phone or device if this is the case. Encourage kids to also use references when drawing.