



Workshop Name: **Saying No**

Number of
Classes: **2/5**

Name of Class: Drawing it out

Date:

Teacher:

Duration: a one-hour to 75 minute long session out of 5 hour long sessions

This lesson can easily be broken up into more lessons if required.

Development Key: Visualizing saying no – creating a comic

Lesson Objective: For students and or other participants to be able to visualize saying no as visualization often leads to better action.

Materials Needed: Paper, pencils and erasers

Optional Materials: Pens and or markers, crayons, pencil crayons, etc. to line and color comic.

Also – Computer, projector and or internet connection to bring up examples of comics, Or to bring in paper comics (as in comic books and or newspaper strips) for students and participants to gain understanding or inspiration from

Parts Methodology

Preparation of students, their motivation, context, coming from

Introduction – The facilitator has a small recap of the previous lesson so that students who need a reminder about the previous lesson have time to remember. The facilitator provides this recap via talking about the previous lesson and by sharing a quick story or comic where a problem is solved or someone successfully says no. (5-7 minutes)

Main hook – The facilitator then shares a “No” scenario story about a time they were in a situation where they needed to say no, and how they did it.

The facilitator then asks “Is there another way someone else could have said no in this situation?” Discussion ensues (8-10 minutes)

The facilitator hands back the No scenarios to the students from the end of the previous class, and asks if anyone would like to quickly share their scenarios – maximum 1-2 sharers. (5 minutes)

Presentation – main concept, lecture, discussion, presentation, activity, evaluation, revision

Conclusion

Activity 1: The facilitator gives students another few minutes to embellish, revise and or change their scenarios if they wish, and or to begin drawing out their scenario, if they are happy with them.

The facilitator states to students that they will play a quick game to act out their scenarios in about 10 minutes. (8-10 minutes)

Activity 2: The facilitator gives students 5 minutes to share their scenario with someone beside themselves. The facilitator then asks students to form a large semi-circle. The facilitator has 3-4 students who are comfortable acting out their scenarios in front of the class to do so. This gives students a chance to share, allowing more active students to further act and share their scenarios while more intrusive observant students can watch and absorb. (20-25 minutes).

The facilitator watches to make sure students are actively participating in their sharing time at the beginning of this activity - of 5 minutes.

Activity 3: The facilitator has students return to their desks and asks “Now that we have written our scenarios and shared them – why would we turn them into comics? Why not books? Or just recorded videos?” (Talk about the power of images and buildup of visualizing action especially for things that might be difficult – like saying no, or continuing on after a setback / Talk about the ability of images to traverse all peoples regardless of language / Talk about the quickness of a comic) (5-8 minutes)

Analysis and Conclusion: Students are told that they will begin creating comics the next class, and are told that they may want to bring their favorite drawing tools to aid them the next 3 classes.

They are also told to fully finish their scenarios in written form for the next class, and are given a half sheet in which to make scratch stick figure or blob sketches for the different parts of their scenario as well.

Students are told that their writing and small sketches will be quickly checked at the beginning of the next class.

They are thanked for taking part in the workshop. (3-5 minutes)

Analysis - How did the class go and how will this inform the next class?

Accommodations for students with difficulties

There are a lot of activities and moving incorporated into lessons to account for students with ADHD.
For students with Dyslexia and or other learning difficulties, facilitator may choose to create a page of written notes, and also give those students more time for their written activities.

Accommodations for advanced students

As this lesson is a creative lesson and one with many questions and activities, advanced students engage in curious intellect within the mind, and are given options of furthering in their activities when they finish early or are done certain parts.

Evaluation:

Facilitator takes checks through the class for student participation in sharing, and providing and answering questions.