



Workshop Name: **Saying No**

Number of
Classes: **4/5**

Name of Class: Drawing it out

Date:

Teacher:

Duration: a one-hour long session out of **5** hour long sessions

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 / Comic book sheets if desired

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

Examples of illustrations, comic strips, comics, book covers provided in the classroom for students to be able to see different styles and be inspired.

Facilitator has a scenario also with sketches of how they would visualize their scenario as a comic strip, along with their own comic book or comic strip finished. This allows the facilitator to share their process with struggling students who need examples via visuals and for all students to see a properly finished work in regard to what is required.

Parts Methodology

Preparation of students, their motivation, context, coming from

Introduction – The facilitator reminds students of their own scenario and shows students how their own comic strip or comic book has come along. (3-5 minutes)

Main hook – The facilitator then takes students through a warm-up activity of their scenario by having students follow the poses of the character in the facilitator’s comic strip.
This quick exercise gets students excited about the class, and gets their blood moving so that they gain more energy for the class. (3-5 minutes)

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

Activity 1: Students have time to work on their comic. (15-20 minutes)

The facilitator has set up colors and drawing tools at the back of the room for students to use. The facilitator reminds students to share colors and materials. The facilitator goes around to see how students are doing and helps those who may need it.

Conclusion

Activity 2: Facilitator calls students around to see how inking a comic works by showing them fine-lining with pens of different thicknesses, and then showing them coloring in, via pencil crayons and crayons using a technique called rubbing, where they hold the part of the comic they want to color over something with an interesting texture and then gently and firmly go over the paper and texture with the color pencil or crayon to get texture on their page. For example - use a penny or bubble wrap for texture coloring. (8-10 minutes)

For younger students – perhaps stick to texturing and for teenagers perhaps focus on inking in detail

Activity 3: Students continue to work on their comics (20 minutes)

Analysis and Conclusion: Students are reminded that they will have one more class to finish their work and will then be required to finish the rest of their comic at home.

Students are given a marking criteria sheet – where they will be marked on creativity, language creativity, grammar and spelling, image detailing and creation, and clean presentable work.

The facilitator must decide if they wish student work to be presented in class, put up on the sharing board in the hallway, or in the classroom, and or have student work become part of the in-class library.

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

Accommodations for students with difficulties

With materials at the back of the class – active students have reason to move while not distracting others.

While most students are working facilitator can give one on one attention to students who need extra aid.

Accommodations for advanced students

As this lesson is a creative lesson advanced students engage in curious intellect within the mind, and are able and encouraged to take their comic further.

Facilitator may wish to find a comic competition for children and or teenagers and let students know about it for those who are interested in taking their project much further.

Evaluation:

Facilitator goes by all students to look at their work and how they are coming along.
Facilitator observes student participation and work ethic.
Facilitator may take notes

4 = Your work shows initiative that goes above and beyond requirements of this criteria area

3 = This is good work, in this criteria area, that falls in line with the requirements

2 = This work is coming along, within this criteria area, but has room for improvements

1 = This work meets the bare minimum or not, of this criteria area, you know this is an area for improvement – perhaps with help

0 = The work for this criteria area is missing

MARKING CRITERIA	0	1	2	3	4
Creativity					
Use of language in a creative manner					
Grammar and spelling					
Image creation					
Presentation (clean and tidy)					
Totals					
Grand Total					

What did you learn

Tell me in a few words what you learned ...

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