



Workshop Name: **Saying No**

Number of
Classes: **5/5**

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.

Facilitator brings in their finished comic strip and or comic book to share with students as an example of work fit that fits the criteria sheet.

Parts Methodology

Preparation of students, their motivation, context, coming from

Introduction – The facilitator shares their comic with the class against the criteria sheet. (3-5 minutes)

Main hook – The facilitator explains that students will have the next 30 minutes to work on their comic in class. After that students who are done and wish to share their comics with the class will be able to do so. Students who are not done at this point will have to finish their comics for homework. (Facilitator must decide on due date) Facilitator asks “Are there any questions about the project? Comics? Handing in work?” (3-5 minutes)

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

Activity 1: Students have time to work on their comic. (25 minutes)

Facilitator has set up colors and drawing tools at the back of the room for students to use. Facilitator reminds students to share colors and materials.

Facilitator goes around to see how students are doing

Conclusion

Activity 2: Facilitator asks who needs more time and who is wanting to share. (Students are given a bit more time to work – those who are done can draw and or read quietly) (8-10 minutes)

Activity 1: Students are called to a circle and those who wish to share their comics can do so (10 - 15 minutes)

Analysis and Conclusion: Students are told when to hand their work in by. The facilitator goes over the criteria sheet once more for all students including those who might have lost the sheet. (5 minutes)

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 aids.

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:

Final comic strip or comic book evaluated against the criteria for marking.