



ACTIVITY 'S NAME: Art therapy activity "Acquaintance by colors"

Type of activity: intrapersonal / interpersonal

Number of participants: All the class/group

Participants' academic profile(s): minimum Lower secondary education

Participants' average age: over 16 years old

Duration: 30 minutes

Necessary materials:

Sheets of A3 (A4) size paper.

Colored pencils or 12- color gouache.

Brushes, water containers, paper napkins.

Aim or Purpose

- To teach to relax and concentrate on the task.
- To teach emotions and feelings to paint in color.

Expected Outcomes

- To help students to listen to themselves, choose colors intuitively for emotion and feeling.
- Students will be able to develop imagination, intuition and creativity.
- To help students to follow the rules and say compliments.
- Students will be able to have fun and get motivated for the next activity to do.

Competencies that will be developed:

- Develop the capacity of concentration on the task.
- Learning of emotional expression and communication
- Reduce stress, anxiety and nervousness.

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Skills that will be developed:

- build self-confidence on an individual level.
- enhances self-esteem and engagement.
- supporting self-regulation.

Key terms / special vocabulary about / during the activity:

For people with intellectual disabilities art therapy/activities using draws offer an opportunity for self-expression. Art can be a way to communicate for people who find it hard to express their thoughts and feelings verbally. Art therapy in schools offers a creative (and enjoyable) way to communicate without restrictions, without worries of being judged as there is no such thing as failing when you create art. This process gives them a sense of accomplishment and builds their self-confidence.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Using these techniques as a warm-up, you generate in students a feeling of freedom and motivation towards subsequent activities.

Activity's step-by-step description:

1. Everyone sits in a circle, looking at the group members and listens to themselves: what feelings, emotions arise when looking at each participant.
2. Each member intuitively selects the color (s) to draw other participant. Drawings for the group are shown later.
3. Then everyone shares how they managed to listen to themselves, choose a color for the emotion, draw the participants with colors. Emotions and feelings are named.
4. A compliment is said.

Recommendations (How to use the tool/resource)

Not all students are prepared to express their feelings, give them time and make them feel comfortable doing the activity. If any of them is not ready for the activity, let them become a listener and your helper to carry it out.

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?

Have you discovered anything new?





Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

This activity seeks to create a comfortable and safe environment for your student, in which they can relax and express themselves freely.

Art is one of the most diverse forms of expression that exist. For this reason, it represents a good starting point to start any type of educational process with your students: it favors communication and expression and also provides a feeling of pleasure and using it at the beginning and during the activities presented in the previous modules allows you to work with your students attention, concentration, the ability to organize time and space, effort.

But to carry out the activity properly you have to take into account the reality of your students and adapt the artistic work to be done to their evolutionary moment.

This is an activity that fosters sharing and knowledge about others and oneself. It can as well be an activity for self-expression and individual and group care as it involves providing positive feedback to one's own and others' sharing. Individual diversity of likes and dislikes needs to be connected with needs

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