

2018



# PUPILS' MODULE: CHANGE DRAW AND CREATE



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METAMINDS | METACOGNITION IN EUROPEAN TEACHING  
ACTIVATING MINDS THROUGH THE IMPLEMENTATION OF NEW DEVELOPMENT STRATEGIES  
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## Draw and Create

**INDICATOR:** Develop cognitive modifiability and openness to change.

**METACOGNITIVE GOALS:**

In the present context, where the world is changing faster and faster, it becomes necessary to develop competences which makes teenagers able to face this challenge.

On the one hand, citizens of the future have to be conscious of a changing society, have to be ready to accept change, but perhaps even more important, have to show openness to lead and implement that change.

On the other hand, change brings in itself several opportunities for learning which, if well used, may project the individual towards new ladders of cognitive performance, transferrable to other identical situations or on a higher level, in that the achieved cognitive development is not only a limited and occasional consequence of the exposition to an isolated experience, but a type of change that affects the basic structure of behaviour.

Therefore, the activities that are presented face the pupil with a simple situation (learning experience) where he/she is asked a concrete response. Through that response, it is possible to check the pupil's ability to take advantage of that situation as an opportunity for evolution, or, on the contrary, we can see if he/she shows little openness to change or tends to follow stereotypes.

**TIME:**

45 to 60 minutes, longer if the teacher desires.

**ORGANISATION:**

Individual work

The activity consists in giving the students a sheet of paper with an unfinished graphic composition (drawing). The pupils are asked to complete the composition as they wish.

The activity is developed in two phases:

- **Step one:** the teacher gives pupils an exercise sheet with a drawing which is already started and invites them to complete the drawing (example sheets *A1* or *B1* in appendix). Pupils should conclude this phase in 15-20 minutes, but it may take longer if the teacher allows them to. When the activity is finished, the teacher collects the exercise sheets.
- **Step two:** the teacher hands out the same exercise sheet to the pupils. Before asking them to repeat the task, he/she shows them an innovative example of what they could have done on phase one, making it clear that that is only an example among many possible examples (for instance, the teacher can show the sheets *A2* or *B2* in appendix). The students should conclude this phase in 15-20 minutes, but it may take longer if the teacher allows them to. When the activity is finished, the teacher takes the exercise sheets.

The size of the graphic composition shouldn't be larger than A4, so that the activity doesn't take longer than expected.

According to the time available, the composition may be drawn in pencil or coloured with colour pencils or felt-tip pens.

## MATERIAL

Sheet of paper with a graphic composition, pencil, eraser, pencil sharpener, colour pencils, felt-tip pens. Compasses can also be useful.

## OBSERVATION / ASSESSMENT CRITERIA

After concluding the activity, the teacher may be able to assess how the pupil took advantage of the learning situation which was presented to him/her and whether he/she appears to be more or less open to change and cognitive development.

These aspects can be checked according to the way the graphic composition was continued and finished: the teacher should compare the work done on phase one with the one done on phase two, checking if the student changed (or not) his/her graphic approach after being shown an example with a different solution. If the student has

changed his initial approach, we may conclude that, on a higher or lower degree, he/she is open to change.

If, however, the student merely copied the example shown by the teacher, it means that there is openness to change, but more in the sense of pleasing the teacher.

It is important to mention that this activity is not destined merely to the arts, for more important than the technical skill of the answer (its graphical quality, i.e. if the drawing is well done or not) is its conceptual analysis.

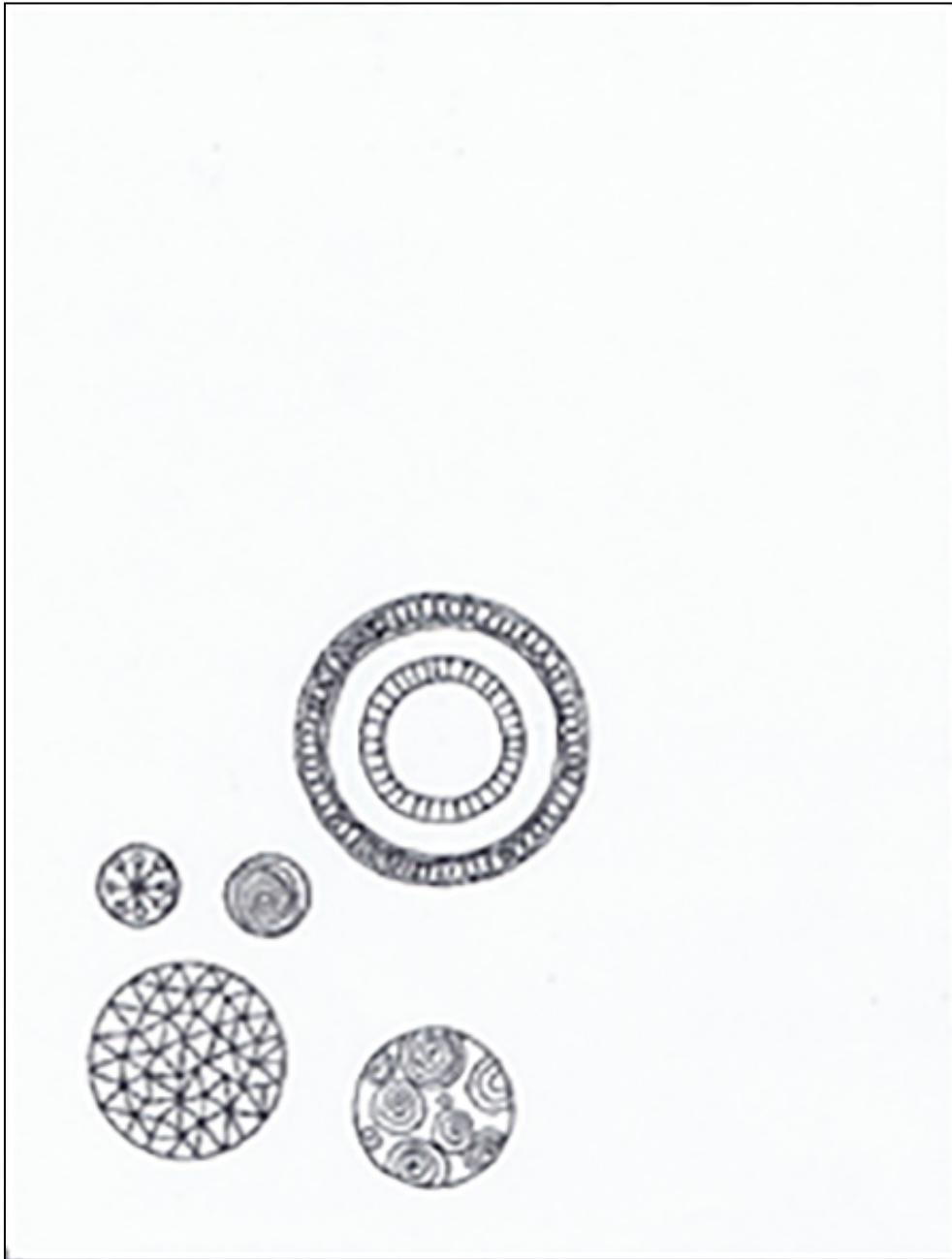
For each of the proposed activities, there are usually three possible types of response, which may guide the teacher in his/her analysis, being that:

**A** – After being shown the example, the pupil seems to pay little attention to the new suggested solutions and completes the second composition in more or less the same way as the first time without adding any new element. In this case, the student shows little or no openness to change and little ability to take advantage of a learning opportunity.

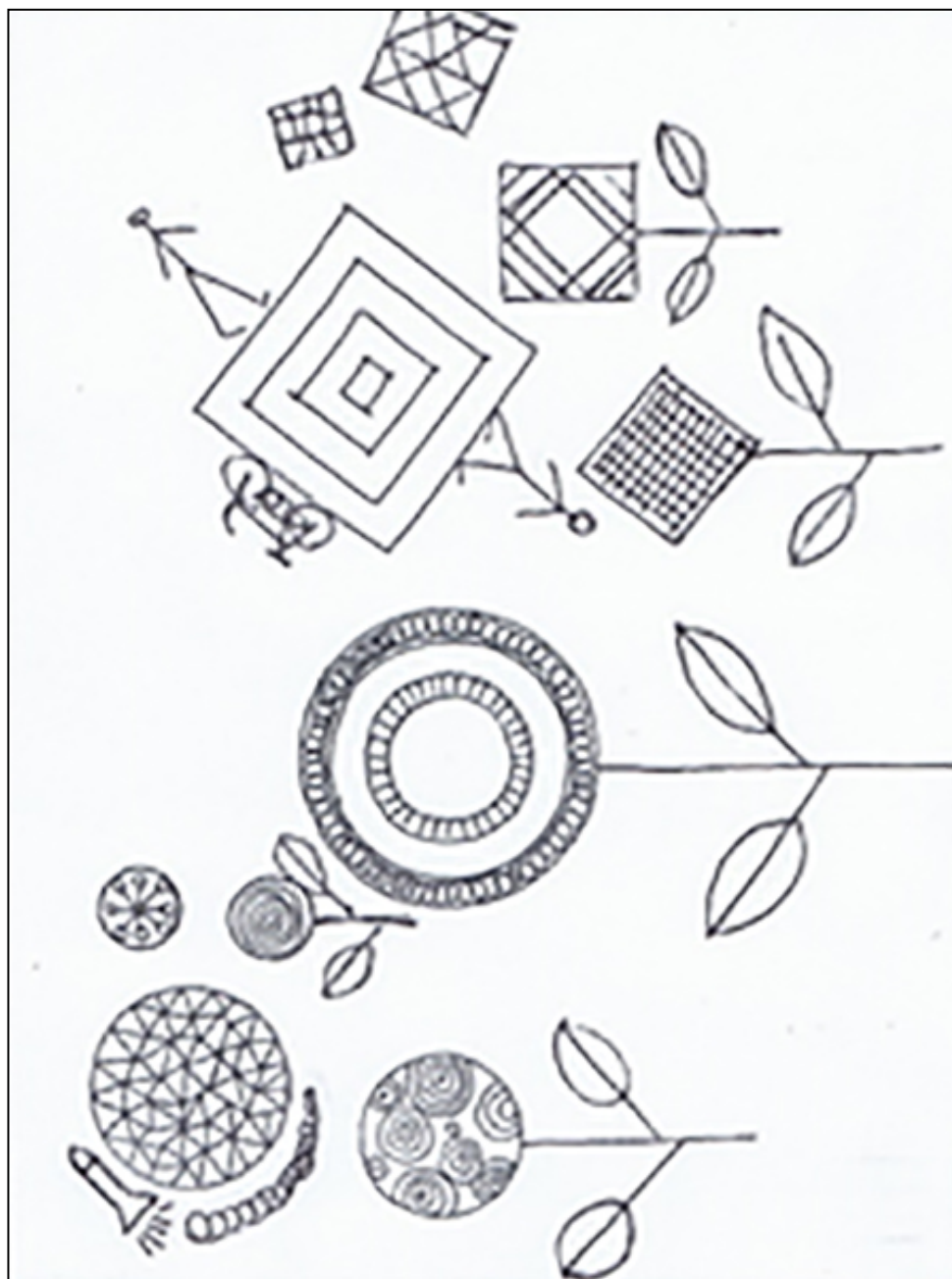
**B** –introducing some additional elements which enrich the composition, somehow copying the new elements introduced in the image shown by the teacher. In this case, the pupil shows some openness to change and some ability to take advantage of a learning opportunity, but also a tendency to be too complacent.

**C** – After being shown the example, the pupil completes the graphic composition introducing some new elements, unpredicted and creative, which enrich it, dramatize it or create a different context. In this case, the pupil shows openness to change and the ability to take good advantage of a learning opportunity.

APPENDIX C1



## APPENDIX C2



APPENDIX D1





APPENDIX D2

