

LESSON PLAN

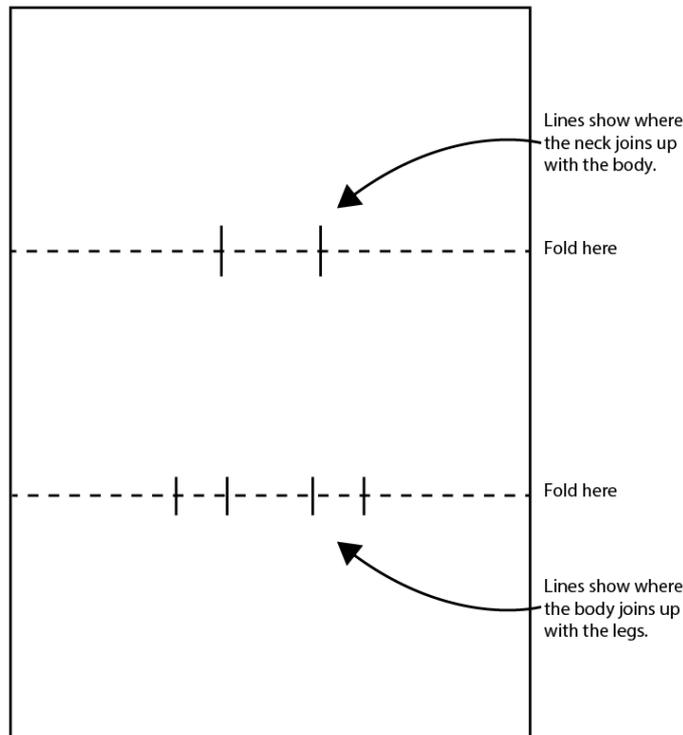
Artists Name	Trish Donald
Activity Name	Lesson 2 - Creating Characters
Collaborating Teacher	Sangay Biddha Asst. Professor – Children’s Literature
Resources Required List all resources required to undertake this activity. Be mindful of the availability/accessibility of resources.	A4 Paper Pens and or pencils No rubbers
Timeframe Is this one activity or a sequence/multi-staged activity? Indicate the activities duration i.e. one hour, two hours, a day, across a week, months etc.	2 hours This is lesson 2 in the following sequence: <ul style="list-style-type: none"> • Lesson 1 – Understanding the Role of Illustrators in Picture Books • Lesson 2 - Creating characters • Lesson 3 - Exploring genre and story development • Lesson 4 - Creating a picture book • Lesson 5 - Mask Making and Performance • Lesson 6 - Expanding stories and learning through games
Activity Outline/Description Include a brief overview of the activity.	Students work collaboratively to create characters and then develop these characters further to build unique and believable environments and worlds.
Activity Instructions Provide details and step by step instructions which will enable other educators to follow this activity with their students.	Preliminary lesson As an introduction to developing literacy through picture books, you can deepen students understanding and engagement by exploring the role of the illustrator. Learning how illustrations are created and how illustrators interpret the text, helps to understand how you can use visual strategies to support reading and writing. spend some time exploring picture books from an illustrator’s perspective. Before you start this activity, explore the eBook called <i>Illustrating Picture Books</i> by Trish Donald. The link is available on the <i>Artist in Residence Education Program</i> Website. Please go to the Artist Profile section and you will find the eBook under her Trish’s name. <i>Illustrating Picture Books</i> uses examples from books Trish has illustrated to demonstrate the types of materials she uses such as pen, paint, digital drawing, and photographs. She also shares how she develops characters and other elements through rough sketches, and the process of turning them into finished drawings. Trish gives insight into the thinking that goes into

developing drawings and how to use visual elements, including the text, to interpret and enhance a story.

Step 1: Collaborative drawing

Preliminary Setup

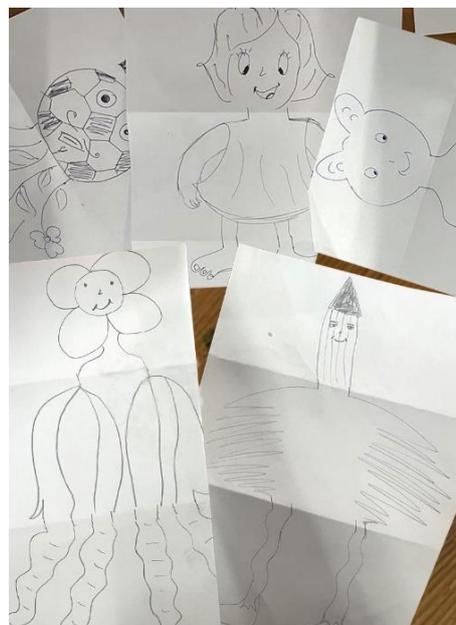
Fold a piece of paper in thirds and draw on lines to indicate where the neck and legs join as demonstrated below. You can do this once and photocopy the paper, however, if you do not have access to a photocopier, please use a pen to draw the lines on each page. Then fold the paper in thirds.



Getting Started

- Sometimes it is helpful to show students examples of collaborative drawings. There are some available in the document *Collaborative Character Drawing Examples*. This is available in Trish Donald's Artist Portfolio Page (mentioned above).
- Give a piece of folded paper to each student (make sure there are at least two pieces of folded paper per student).
- Students start by drawing the head, body or legs (when finished, tuck the drawing into the fold so it can't be seen).
- This is a **fast** and fun activity so students are to capture features quickly, the drawings capture ideas, and do not need to be a perfect finished drawing. Don't let the students use rubbers. If they have rubbers sometimes students spend all their time rubbing out a drawing and restarting and they will not make progress. The drawings don't have to be perfect, they are a starting point.
- Students pass the folded paper to another student (no peeking) so another student can add another body part.
- Students then pass the folded paper to another student to draw the last body part (no peeking half the fun is discovering the character once you open the paper and reveal it).

- Ask students who have finished drawing to gather up all of the finished drawings and open them up and put them on the floor where they can all see them (there is usually a lot of giggling and chatter which is part of the fun).
- With the class, discuss the features of the characters. Ask them how the creatures would move and talk, what would they say? What are they made of (i.e. metal, feathers, flesh, fabric, bark, earth etc)? Who would their friends be?
- Be playful, make the noises and movements you imagine the characters would do yourself. Ask them to share their ideas and demonstrate what kind of noises and movements they think the characters might make.



These images demonstrate the process. Remember, these are university students from Paro College of Education, Bhutan, studying to be teachers. They are doing this activity so they can learn how to teach it in their own classrooms. This activity is suitable for students of all ages.

Step 2: More fun with collaboration!

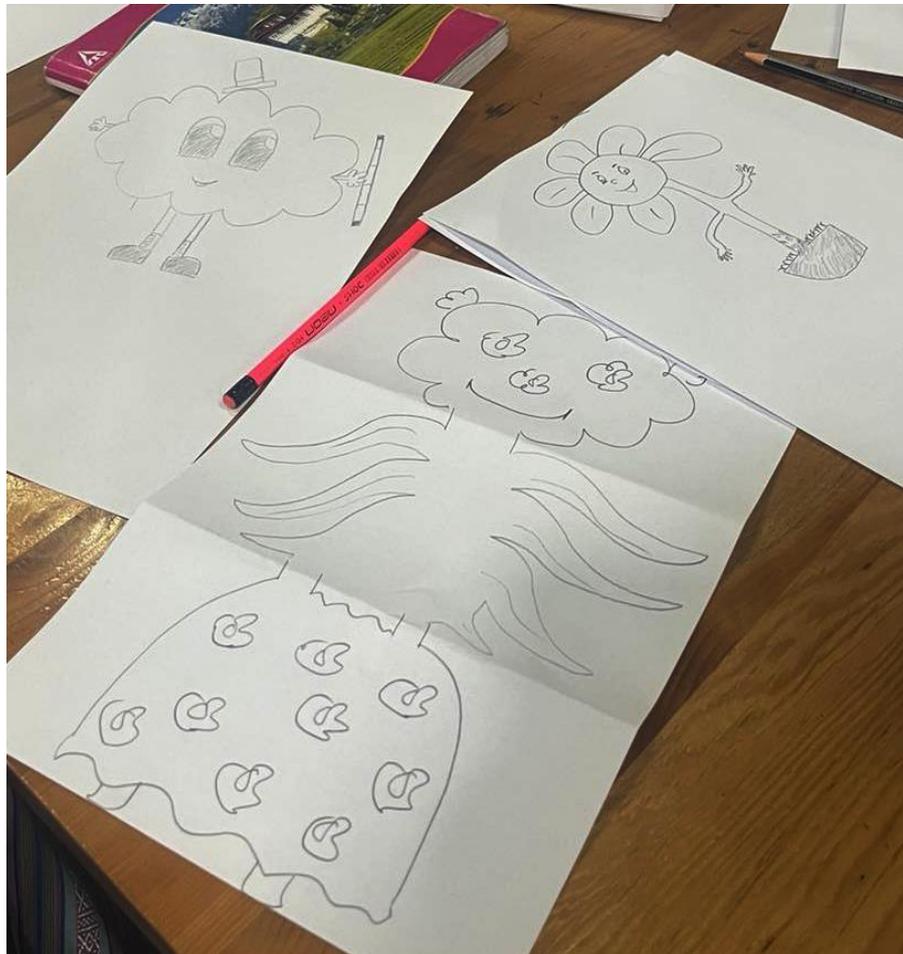
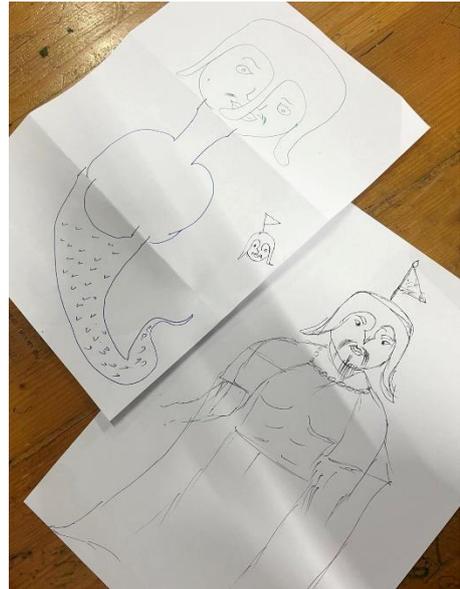
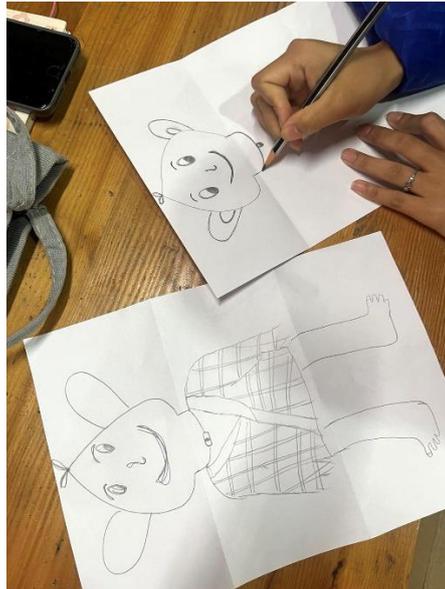
- Do it again! Repeat the above (seeing all of the characters together gives students new ideas to explore).
- Remember students draw one aspect, the head, the body, or the legs – again, no peaking!
- Encourage students to swap with students in different groups (because they have done this once, and they enjoyed the funny characters, and trust one another, they will be more inclined to share their drawing with different students).
- Have students who have finished drawing open the finished characters and place them on the floor again.
- Bring the class together to look at these new characters. As a group, discuss the features of the characters with the class again asking them to share their thoughts and ideas about what qualities the characters have. Expect the students to be laughing, talkative and loud, they have a lot of fun doing this activity, allow them to be playful and have fun exploring and talking about the characters.



Experimenting and being playful and having fun, is key in this activity. Having a lot of characters means there are a lot of ideas to choose from and these will spark more ideas.

Step 3: Modify and develop a unique character

- Ask students to choose one character that they like (if more than one student likes the same drawing have them sit together).
- Give the students a new piece of paper and ask them to draw the character they chose but modify and adapt it so that it becomes a unique character. In this way, the original collaborative drawing becomes inspiration. For example, they might like the head but want to change the body and legs. Or, they might keep the character the same but draw different cloths on it, or add wings, or add an extra head, or give it wheels instead of feet. Or, students might choose to keep the character the same but make the features such as the feet, hands, nose, or eyes bigger or.



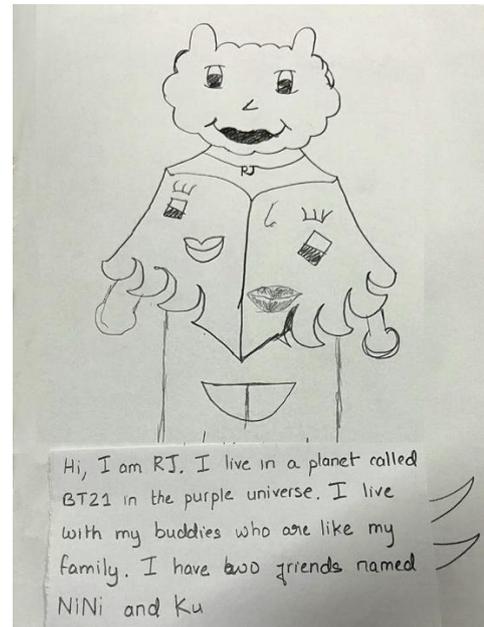
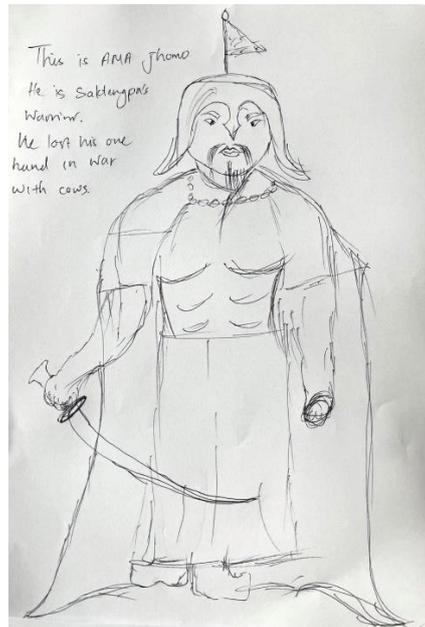
These images of the students work show how some of the characters are adapted and developed.

Step 4: Define the personality

- Around the character, have the students write down everything about the character's personality. Give the students prompts by asking them to Include what it likes, what it wears, what it eats,

just as good and valid as other students, they are just creating a story a different way, drawing rather than using words in writing.

- Talk about naming the environments where the creatures live, i.e. in the sea, sky, hills, trees, buildings, maybe another planet, or inside someone's pocket, in the shadows, maybe it lives in their pillow, they could be anywhere, big or small, outrageous or conservative! Anywhere that makes sense to the student!
- The student's characters have now become a new species, so ask the students to name their species and come up with a collective noun for that species.
- Draw the other creatures and that might live in their world. What colours and textures make up this world, what does it smell like, how big is everything (are some creatures small or big)?



These images of the students show some of the ideas they had about their characters.

Step 6: Sharing

- In groups or pairs ask the students to tell one another all about their character.
- Ask students to share their drawing and their new world with the class.
- Ask students to make suggestions to their classmates about other things they could add to their stories.

This character now becomes the starting point for Lesson 2 - Exploring genre and story development.