

The Dao of Drawing

Adolescents use a drawing exercise to relax and experience drawing to relax, without attempting to represent a specific image

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 10 min

Note: This energizer works well for a circle in which adolescents know each other and can share feedback about each others' drawings constructively and positively.

1

Facilitator says

"In this activity we are all going to draw, but our goal is not to draw an object or a scene. Instead, we are all going to draw lines that do not represent anything. For the next few minutes we are going to draw lines."

2

On one side of a piece of paper draw a few lines do not touch or cross each other. On the other side, draw a few lines that do touch or cross.

3

Explain

There are only three rules. First, the lines should not cross or touch each other. Show the two sides of the paper to adolescents as examples of what their drawings should and should not look like. Remind them that they do not need to copy your drawing, but can draw the lines any way they want as long as they do not touch.

4

Facilitator says

"The second rule is that we will all continue to draw lines until I ask you to stop. You can draw lines quickly or slowly, but try to keep drawing. The third rule is to draw silently (without talking)."

5

Optional: If you have a way to play recorded music (a mobile phone or an MP3 player and a small speaker), select a quiet piece of music without lyrics and play it while the adolescents draw. Allow them to draw for 3-5 minutes, or longer if they appear interested and engaged. Participate in the exercises and create a drawing along with the adolescents.

6

Ask the adolescents to stop drawing. Ask the adolescents if any of them would like to share their drawing. Do not force any adolescent to share his or her drawing if he or she does not want to do so. Optional: Start by showing your own drawing if that will help the adolescents to feel more comfortable sharing theirs (but remind them that they were not expected to create a drawing just like yours).

7

Facilitator asks the adolescents, "What does this drawing look like? What do you think it says about [name of the participant sharing the drawing]'s inner life?" Explain (if necessary): 'Inner life' means the 'life' you live inside your own thoughts and emotions.

8

Ask other adolescents to volunteer to share their drawings, and hold a brief discussion about what each drawing may represent about the life of each adolescent.

9

Close by asking, "What was it like to draw without trying to draw a picture of anything specific?"

After:

Consider posting the adolescents' drawings in their activity space.

Environment

Indoor or outdoor space.

Supplies

One piece of paper and one pen or pencil per adolescent.

