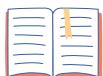


New Way” Drawings – Levels C - D

CREATIVE

To support students to develop adaptability, creative thinking, and expressive communication by reimagining familiar objects in new ways. This activity encourages students to try something different, make choices, and communicate their ideas in a supported and playful context.



Learning Intentions

Students aim to use their imagination to represent familiar objects in new and different ways.

Students aim to practise adaptability by trying creative ideas that may feel unfamiliar or unexpected.

Students aim to explain or communicate their thinking about the choices they made in their artwork.



Success Criteria

I can change something familiar to make it look different or unusual.

I can choose colours, shapes, or ideas that are not the usual ones.

I can share or communicate something about my drawing using words, symbols, gesture, or AAC.



New Way" Drawings - Levels C - D

CREATIVE

Duration: 15 - 20 minutes

Objective

To support students to develop adaptability, creative thinking, and expressive communication by reimagining familiar objects in new ways. This activity encourages students to try something different, make choices, and communicate their ideas in a supported and playful context.

Players

Individual activity with optional small-group or whole-class sharing.

Materials

A4 paper

Coloured pencils

Optional: collage materials, stickers, textured paper

Optional: visual prompt cards of familiar objects (sun, tree, house, animal, car)

AAC devices or communication boards

Setup

1. Seat students at tables, desks, or wheelchair-accessible workspaces with clear access to materials.
2. Display visual prompts of familiar objects where all students can see them.
3. Briefly revisit the Pluto idea from *The Playful Astronauts* by explaining verbally and visually:
 - "Pluto is different."
 - "Today we are doing things in a new way."
4. Model one example drawing yourself, intentionally changing something familiar (e.g. a blue sun or a square cloud).
5. Explain clearly:
 - "There is no right or wrong."
 - "We are practising trying something different."



New Way" Drawings - Levels C - D

CREATIVE

Gameplay

Step 1 – Choose a Familiar Object

- Students select one familiar object to draw.
- Choices can be offered verbally, visually, or through AAC.
- Reduce options to two or three if needed.
- Examples: sun, tree, house, animal, car.

Step 2 – Change It in a 'New Way'

- Students change one or more features of the object.
- Prompt ideas as needed:
 - "Change the colour."
 - "Change the shape."
 - "What if it worked differently?"
- Students draw, collage, or construct their idea using available materials.
- Emphasise effort and choice rather than accuracy or detail.

Step 3 – Share and Explain

- Students are invited to share their work in a way that suits them.
- Communication may include:
 - Spoken words or phrases
 - Pointing to parts of the drawing
 - Selecting symbols on AAC
 - Teacher-supported sentence completion
- Suggested prompts:
 - "What did you change?"
 - "Show me the new part."
 - "Why did you choose that?"

Debrief / Reflection

Ask one question at a time, with visuals if needed:

- "What was different about your picture?"
- "Was it easy or tricky to try a new way?"
- "How did it feel to do something different?"

Acknowledge all responses and attempts:

- "You tried something new."
- "That was a creative choice."
- "You explained your idea clearly."



New Way" Drawings - Levels C - D

CREATIVE

Sensory-Specific Learner Variations

Purpose: To support regulation, engagement, and creativity for students who seek sensory input.

- Offer textured paper, fabric scraps, or raised outlines for drawing.
- Allow students to stand, move, or draw on vertical surfaces if helpful.
- Provide movement breaks before drawing, such as wall pushes or chair squeezes.
- Use sensory prompts for ideas:
 - “What would a soft sun look like?”
 - “What if the tree felt spiky?”
- Allow students to complete only part of the drawing if attention or regulation is impacted.

AAC-Specific Supports

1. Prepare AAC Vocabulary
2. Include or model words such as:

- new
- different
- colour
- funny
- big / small
- like / don't like

3. Model AAC Throughout

4. Teachers model AAC use while speaking:
 - “New sun”
 - “Different colour”
 - “I like this”

5. Supported Choice-Making

6. Students may communicate choices by:
 - Selecting symbols
 - Eye gaze
 - Partner-assisted scanning
 - Yes / no responses

7. Sharing with AAC

8. During reflection, prompt:
 - “Tell me one thing about your picture.”
 - Model and wait, accepting any communicative attempt.



New Way" Drawings - Levels C-D

CREATIVE

Accessibility and Alternative Participation

- Students may describe their “new way” idea verbally or via AAC while an adult or peer records it.
- Digital drawing tools may be used if fine motor demands are a barrier.
- Emphasise imagination and communication over drawing skill.

Inclusion Notes

- Celebrate difference explicitly: “Everyone’s idea is different, and that is a good thing.”
- Encourage peer noticing and positive comments with sentence stems:
 - “I like your ____.”
 - “That is different because ____.”
- Model flexibility by adapting your own drawing in response to a “mistake.”
- Use clear routines and predictable steps to support confidence.

Additional Notes

“New Way” Drawings supports Levels C–D students to practise adaptability, creative thinking, and expressive communication in a safe and playful context. By reframing the familiar, students build confidence in trying new approaches, sharing their ideas, and understanding that difference is something to value rather than avoid.

