



Drawing Hope – Lesson Plan SEN 11-16

'Hello, my friend' – 60 mins



In this session, children will share their identity through self-portraiture. By noticing what makes them special and exploring how to creatively represent this, pupils will be able to share aspects of themselves with others that they do not know, and may exist across imagined borders of land, culture or understanding.

Learning outcomes

By the end of this session, students will be able to:

- Recognise that a self-portrait can show something about who we are.
- Choose simple visual details, colours, objects or words to represent themselves.
- Create a self-portrait using accessible materials and a supported step-by-step process.
- Share or reflect on their artwork with others.

Key vocabulary

- Self-portrait – a picture of yourself.
- Identity – things that help make you who you are, such as interests, likes, family, culture, hobbies or personality.
- Choose – deciding what you want to include in your artwork.

Setup and resources

Use a calm classroom layout with clear table spaces, minimal visual clutter and a quiet area available for pupils who may need a short break. Display or provide a simple visual timetable for the session.

- **Drawing Hope Presentation**
- **PRINT – Artwork Guide**
- **PRINT – Drawing Hope Self-Portraits**
- **PRINT – Choice Cards**
- **PRINT - Face Outline** or blank drawing paper
- **PRINT – Reflection Sheet** – One to fill out as a class
- **Mirrors** or printed pupil photos
- **Pencils, colouring pencils, paint, crayons or paint sticks**
- **Visual timer**
- **Communication supports**, such as now/next boards, symbols, sentence starters or AAC devices
- **Optional sensory supports**, such as pencil grips, sloped boards, weighted lap pads or noise-reducing headphone

Timing	Activity
5 mins	SLIDE 1 - Welcome Share the visual timetable: welcome, look, choose, draw, finish, reflect. Explain that today everyone will make a self-portrait: a picture that shows something about themselves. <i>A self-portrait is a picture of you. It does not have to look perfect. It can show your face, your favourite things, your colours, your hobbies, or something important to you.</i> <i>Today we are going to make a self-portrait and share something special about ourselves.</i>
10 mins	SLIDE 2 - Look Share the self-portrait examples. Ask pupils to point to or name what they can see: colours, face, hair, clothes, objects, writing or background. Use choice cards to support responses. Pupils can answer by speaking, pointing, holding up a card, using AAC, signing or drawing. • What colours can you see? • What objects can you see? • What might this person like? • What in the pictures is the same as you? <i>Everyone is different, but there are lots of things that are the same about us too.</i>
10 mins	SLIDE 3 – Choose: “About me” ideas Invite pupils to choose two or three things about their identity they may want to include in their self-portrait – chosen colours, hobbies, animals, foods, places, music, sport, family, friends, favourite objects or a word about themselves. You can use the hobbies and colours from the choice cards or supplement them with your own resources specific to your pupils. Adults can scribe ideas or pupils can circle, point to, stick or draw their choices. For pupils who find choice difficult, offer a limited choice of two options at a time.
30 mins	SLIDE 4 – Draw Model a short step-by-step process on the board or under a visualiser. Keep each step optional and allow pupils to work in a different order if this supports regulation and confidence. 1. Choose blank paper or a face outline. 2. Add features, hair and other portrait details. 3. Add one word, name, greeting or short message around their head. 4. Add colours, patterns and a background. Adults support by prompting choices, helping with motor access and reinforcing that every portrait can look different. Pupils who do not want to draw a face may wish to create a self-portrait using shapes, colours, objects or words. Give a clear five-minute warning using the visual timer. Invite pupils to finish one final detail.
5 mins	SLIDE 5 – Reflect Support pupils to look at each other’s artwork and choose something that is the same and something that is different. Fill out a Reflection Sheet using pupils’ responses. At the end of the lesson, ensure each child’s name and age are clearly written on the front or back of their artwork. See the Project Overview for submission guidance.