

Hexagon Project Lesson Plan Outline

By Jada Kadry, Cairo Egypt

Jada teaches underserved populations in Cairo and is one of our International Art Representatives.

You can read more about her in this blog article: <https://hexagonproject.org/?s=Jada+Kadry>

The Quality of Being Friendly and Kind- A Plan for Young People at Risk

Young people at risk are all around us; not necessarily homeless, but children who may have family problems, such as: losing a father or mother, or both, or perhaps having parents who are not safe to raise children, or other social problems. Such circumstances may result in psychological problems that affect young people's lives in general and lead to a state of alienation and disconnection from the surrounding world around them. Through my work with the institutions that work to help these children, it became clear that there is a percentage of alienation and disconnectedness that children suffer from; this alienation can be cultural, social, psychological, emotional ...etc.

Therefore, alienation comes to young people in their homeland and their surrounding environment, and this can be known through artworks, and young people always try to interact and adapt to the world around them. Sometimes the artist suffers from a state of discord between the values of his society and his reality, so we can find out by following the procedures outlined below to know the percentage and type of expatriation or alienation.

Grade Level

High School (13-16)

Duration

6 sessions/one session per week, each lasting 60 minutes

Media Type

Drawing (pencil, pastels, marker) Painting (color pencil, watercolor, acrylic) Mixed Media/Collage (paper, multimedia, ...)

Cross-Curriculum Subject

This lesson *best* relates to.

Art Health lesson: measure the child's degree of alienation according to the meaning of kindness from the world around them.

Objectives

- 1. To provide a chance for students to try to catch what they feel deep inside of them
- 2. To help them to understand their feelings
- 3. To help them improve their motivation to life through art
- 4. To guide the student to extract what they feel internally about kindness

Instructions: Rate yourself on a scale of 1 to 4 as to how you expressed your feelings about this lesson's kindness goals. There is no right or wrong answer.

Goals	4- Very Strongly agree	3- Somewhat strongly agree	2- Agree a little	1 – Do not agree	Comments: Add you own comments here.
I expressed deep feelings in my words					
I expressed deep feelings in my artwork					
I think people, in general, are kind					
I think people, in general, are not kind					
I think it is important to be kind to myself					

I think it is important to be kind to others					
My final hexagon expresses my feelings about kindness					

Materials

Distribution, and cleanup of instructions.

Follow precautionary measures for the Coronavirus.

1-Show some photos of a family, cooperation among friends, people doing something good, cooperation among countries and each other.

2-Show some of the other students' optimistic and sharing drawings.

Procedure

First and Second Sessions [Combine 1 and 2.]

The following procedures will be followed:

1 and 2: Children, in general, verbally express their feelings about their personal concept of kindness before any explanation or data. (a pure drawing). 2- Leave room for children to express artistically on paper – use hexagons for this drawing.

Third Session

Post the children's drawings and have them discuss their definitions and understandings of kindness – the good side and the bad side in their personal experience. Allow them to tell you the stories of what they feel --see the online links in the resources below.

Ask: Is it important to be kind? How does it feel to be treated unkindly and unfairly? Is it important to be kind to YOURSELF? What does that look like? Give examples. What are examples of acts of kindness done to you and by you for others? How do acts of kindness make you feel?

Homework Assignment

Ask students to notice acts of kindness or to do a “random” act of kindness and report about it in the next class. Use one of the printable worksheets: <https://www.education.com/worksheets/?q=Kindness&page=2>

Fourth Session

Gather children and report on homework assignment. Ask about the homework assignment and discuss their observations and actions and reactions.

Show the video from the resource: [How to Draw Your Feelings + Painting Emotions / Easy Art Therapy Activity Demo for Beginners](#)

THEN, implement their drawing or painting about the emotions discussed in Session 3. As the video suggests, after making the art, write about their feelings on a journal page or paper or back of their drawing or painting. This can be done inside a Hexagon shape. *Be sure to tell them there is no right or wrong way to feel – just express.*

Fifth Session – Design Final Hexagon

Visualization Questions

What do you know and like to express about kindness?

Can you close your eyes and breathe quietly for three minutes, visualizing your ideas? After three minutes: what did you see in your dreams?

Raise your hand to the sky and tell me what you want to catch from it?

Do you have a better understanding of the meaning of KINDNESS (the meaning of hope, cooperation, optimism, and love...)?

If I told you to draw your dream, what’s the first thing you would draw? Next? Where are you? Who is with you? What are you doing?

What colors do you see and why? [They could do a sketch or answer by writing on a sheet of paper.]

Pass out the final Hexagon templates.

Talk with them about their ideas and feelings and leave them to draw again by choosing to draw with the color or not.

Sixth Session

Complete the art works. When finished, have the children lay their first Hexagons down next to the last ones and ask each one to talk about their Hexagon.

If they lay them down on the floor, all can view each other's work. This is an opportunity to share and compare similar or different ideas and interpretations in a non-judgmental way. This may be an "opening" for some children to "connect" with others through their artwork. You may want to emphasize the "Think before you speak" handout from your resources.

Leave the children to compare between the first drawing and the last one. (Make sure to have different ideas and you can see improvement between the first and the final hexagon as "Artist's Statement" for uploading onto Artsonia.) They can explain any new insights or changes in understanding between the first and the last drawing.

Sharing students' ideas with others in the Worldwide Hexagon Project will be interesting to see how we all have different ideas – and common ideas – about the meaning, importance and practice of Kindness in the world.

Final Session

Have a "Kindness party and exhibit" – you could mount each Hexagon on hexagonal colored construction paper or mat board [if available] and have the students arrange and display them. They could also photograph them and upload onto Artsonia. Celebrate with some simple snacks. Invite some adults, children, teachers to come and see the exhibit. Make it fun and rewarding!

Resources

<https://positivepsychology.com/art-therapy/>

<https://www.artsonia.com/search/?q=optimistic>

<https://positivepsychology.com/kindness-activities-empathy-worksheets/>

<https://www.happierhuman.com/kindness-coloring-pages/>

<https://hexagonproject.org/>

<http://www.jennyknappenberger.com/kindness-activities/>

<https://theartofeducation.edu/2017/11/03/powerful-way-teach-kindness-art-room/>

[How to Draw Your Feelings + Painting Emotions / Easy Art Therapy Activity Demo for Beginners](#)



Follow-up Activities

You can have two sessions per month to measure the students' feelings of Kindness. For example, you can have a sharing session in which you let the students draw something good for their friends. Each student can give their drawing/painting to their favorite person. This will help you to know if they are still at the same point of alienation or if they are improving well to understand the meaning of being good.