

# ACTIVITY GUIDE

## BIG IDEAS

We each have a combination of different features that makes us unique. By placing portraits in a collection, we can build our appreciation for all the similarities and differences that make our social world so interesting!

The key takeaways from this Affirmation are:

- We are all similar in many ways, but we also have many differences that make us each unique.
- It is important to affirm and celebrate all facial features, hair textures, and skin tones through art.
- Art can help people feel seen by reflecting their differences.
- Viewing different portraits (of similar situations) paired together can help us appreciate the diversity of our social worlds.
- Having a diverse group of friends and relationships can enrich our perspective on the world.

## BIG QUESTIONS TO EXPLORE

- What is the value of drawing different people together?
- How do we use art in a way that makes people feel seen?
- How does our art represent the diversity of human beings?

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## VOCABULARY

**Inclusiveness** – the practice of including and representing everyone and their differences with respect and acceptance, and making sure everyone feels that they belong.

**Portrait** – a drawing, painting, or photograph of a person, often showing just the face or head and shoulders.

**Unique** – being one of a kind. Our combination of different features makes each of us unique! Even identical twins aren't exactly the same.

## MATERIALS / RESOURCES

Pencil and Paper (8 1/2" x 11")

Crayons, colored pencils, and/or watercolor paint

Photographs of friends and loved ones, if desired

Mirrors (for drawing self)

**Visual Guides and Exemplars (from previous activities):**

- A1A) Color Gradient Practice
- A1B1 and A1B2) Color Mixing Exploration
- A2B1-A2B3) Drawing Guide

**Activity Sheets:**

- 3.1) Portrait Pairs
- 3.2) Brainstorm Sheet
- 3.4 and 3.5) How to Make a Portrait Booklet
- 3.6 and 3.7) Artist Statement

**Recommended Books:**

- [All Are Welcome](#) by Alexandra Penfold and Suzanne Kaufman
- [Intersection Allies](#) by Chelsea Johnson, LaToya Council, and Carolyn Choi

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## BEFORE YOU BEGIN

### 1. Check out the video guide for Affirmation #2 to get inspired.

Decide what clips you might want to share with children during the activity.

### 2. Plan your activity flow.

Affirmation #3 can be completed over more than one session. The main goal for Affirmation #3 is to create a collection of portraits that represent the diversity of our social worlds. The suggested activity is to create a portrait book. **If preferred**, the activity can be adapted to support children's creation of a collage, which may be preferable for children who are less confident in their art skills. You can also provide children with the option of a portrait book or collage. To create drawings of others for their portrait book or collage, children may need or want to use photographs of friends or family members as reference images. Be sure to ask children to gather those photos before the session.

### 3. Choose the artwork you will share.

For this affirmation, you have the opportunity to share the artwork of several artists so that children can compare and contrast and appreciate the diversity in our world. Check out the featured artists and consider whether there are others you might want to incorporate to inspire children to think inclusively.

### 4. Some children may want to draw friends or other peers present in the group.

Another option is to create a classroom portrait book in which multiple classmates draw each peer (so that each child has multiple interpretations of themselves). Before children observe and draw another person face-to-face, we recommend having an age-appropriate conversation with children about the importance of asking for and receiving permission to draw them. The practice of asking for and receiving permission reinforces bodily autonomy and creates consent and comfort between the artist and the person they are drawing. You can be creative in thinking about how to make the process of asking for and giving permission fun for kids!

**5. Review the Conversation Tip Sheet** to anticipate questions children may have and to find suggestions for how to respond.

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## OPENING ACTIVITY

### Why is inclusiveness important?

Picture books can be a great tool to open up a discussion about the importance of inclusiveness and representation. You may choose to read one of the suggested books in the Materials/ Resources section for this Affirmation or for Affirmation #2 as a way to spark their thinking about how we can benefit from being friends with people who are different from us.



Facilitate a conversation with children around the following questions. Create space for all children's ideas (children who wish to share) to be heard.

- Where have you seen people or characters with a skin color or facial features similar to yours?
- How does that feel?
- What do you think it means to "feel seen"?

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## ARTIST INSPIRATION

Look at the paired portraits by different artists featured in the **Affirmation #2 Slides as well as in Activity Sheet 3.1) Portrait Pairs**. The portraits appear side-by-side so that we may quickly notice similarities and differences. Choose which portrait pairs you'd like to share with children. For each pair you choose, ask children the following questions. Educators may also consider using a [gallery walk](#) method for this activity.

### 1. How are they **SIMILAR** to each other?

- This question is meant to be open-ended. If children need more prompts, you might ask what similarities they see in skin, hair, eyes, height, clothing, etc.

### 2. How are they **DIFFERENT** from each other?

- This question prompts children to consider what makes an individual unique. How is one individual unlike anyone else? How is an individual special? Artists can use visual information to determine uniqueness, including interpreting the art subject's objects, clothing, settings, gazes, and poses.

### 3. How are they interesting when seen **TOGETHER**?

- This question asks children why differences are interesting when paired together. We will consider why it is pleasing to see, hear, accompany, or think of others. Allow the opportunity for questions and conversation.

Note: These questions are similar to the artist statements that children can write following the art-making activity. Spending time on this step will help support children's thinking when writing statements about their own artwork.



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## PORTRAIT BOOKLET PREP

### Brainstorming

Explain that we will create a self-portrait with others. Artists often plan ideas before creating their art. Use the brainstorm sheet (**Activity Sheet 3.2**) to model an example. As part of the modeling, use the idea bank to help you think of people you can draw and include in your portrait booklet.

1. NAME who is important to you.
2. Why do you ADMIRE them?
3. What SIMILARITIES do you have?
4. What DIFFERENCES do you have?

After modeling, have children use the brainstorming **Activity Sheet 3.2** to answer the questions. If possible, children can bring in photographs of the people they plan to draw to use as a reference while drawing.

### Folding The Booklet

After they have completed the brainstorming worksheet, have children make their booklets. We recommend using the 4-page book (**Activity Sheet 3.3**) for younger children and the 8-page book for older children (**Activity Sheet 3.4**).



Activity Sheet 3.2) Brainstorm Sheet



Activity Sheet 3.3) Making a 4-Page Booklet



Activity Sheet 3.4) Making an 8-Page Booklet

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## CREATING PORTRAIT BOOKLETS

### Drawing Self and Others

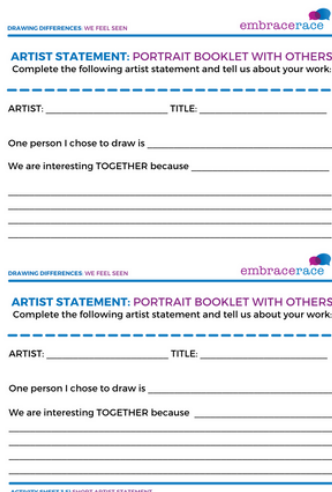
Using skills developed in Affirmations #1 and #2, Children will draw themselves and others from the shoulders up. We recommend having children start with a pencil first so that they may edit their drawing. Each person is drawn on a separate page. Refer to the differences we noticed in Affirmation #2. Encourage children to draw what makes us unique: hair, eyes, eyebrows, noses, and mouths, using the [drawing guides](#) from Affirmation #2 if they would like. This portion of the activity may take more than one session.


### Adding Color

Children should decide if they want to add color with crayons, colored pencils, or watercolor paint. Remind children of how we can create various skin colors as we did in Affirmation #1.

### Writing an Artist Statement

When finished, children can complete an artist statement. Artist statements allow children to share more of their thinking about their work. We recommend using the shorter artist statement sheet ([Activity Sheet 3.5](#)) for younger children and the extended artist statement sheet ([Activity Sheet 3.6](#)) for older children.



DRAWING DIFFERENCES WE FEEL SEEN 

**ARTIST STATEMENT: PORTRAIT BOOKLET WITH OTHERS**  
Complete the following artist statement and tell us about your work:


ARTIST: \_\_\_\_\_ TITLE: \_\_\_\_\_

One person I chose to draw is \_\_\_\_\_

We are interesting TOGETHER because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DRAWING DIFFERENCES WE FEEL SEEN 

**ARTIST STATEMENT: PORTRAIT BOOKLET WITH OTHERS**  
Complete the following artist statement and tell us about your work:

ARTIST: \_\_\_\_\_ TITLE: \_\_\_\_\_

One person I chose to draw is \_\_\_\_\_

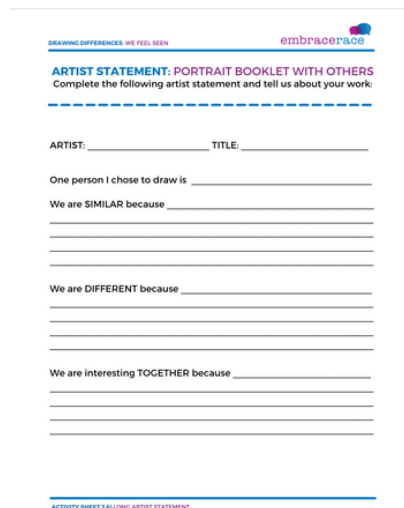
We are interesting TOGETHER because \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

ACTIVITY SHEET 3.5 | SHORT ARTIST STATEMENT

Activity Sheet 3.5) Short Artist Statement



DRAWING DIFFERENCES WE FEEL SEEN 

**ARTIST STATEMENT: PORTRAIT BOOKLET WITH OTHERS**  
Complete the following artist statement and tell us about your work:

ARTIST: \_\_\_\_\_ TITLE: \_\_\_\_\_

One person I chose to draw is \_\_\_\_\_

We are SIMILAR because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We are DIFFERENT because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We are interesting TOGETHER because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACTIVITY SHEET 3.6 | LONG ARTIST STATEMENT

Activity Sheet 3.6) Long Artist Statement

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## CLOSING REFLECTION

Take the time for children to reflect and share what they learned during this activity.

Some questions to ask are:

1. Why do you think some artists create art of themselves and others (side-by-side)?
2. How would you describe the diversity among the people in your portrait book?
3. What did you learn about yourself as a result of recognizing, celebrating, and drawing differences between you and others?

Conclude by asking your children what questions they still have. Have an open discussion to explore those questions. Reiterate the fact that we all have similarities and differences. By celebrating and honoring our differences, we can make one another feel included and seen.

## SHARE!

We hope you enjoyed learning and creating with us and hope you will carry the ideas and techniques shared in these materials into future activities. Please share these materials with other educators, families, or caregivers you think might be interested!

Please reach out to us at [drawing@embracerace.org](mailto:drawing@embracerace.org) to ask questions, give us feedback, and share children's artwork – and don't forget to tag us on social media! We'd love to see what your young artists have created!