

# Introduction

The element of surprise can be a wonderful thing. In this book, it is the motivational tool, the hook, the carrot for getting children to listen carefully. As children do more and more of these activities, they'll become better and better listeners.

Each activity begins with a set of oral directions telling students to make certain marks on their paper.

Then, midway into the activity, you get to say "Surprise! You have just started a drawing of ..." and those seemingly meaningless marks have led children into a drawing they hadn't dreamed of making. In other words, each activity heads one way, stops, makes a turn and finishes in a very different way.

When you think of it, this isn't easy. In every case, students begin their work with a blank piece of paper. Then they must wait for you to tell them what to draw and where to put it on the paper. Careful listening is the only way to successfully complete each challenge.

After the disciplined listening, and after the announcement of the "surprise in the middle", each activity proceeds to a looser, more creative stage. That's when children get to depart from the structure that has been presented and use their own ideas and decisions to finish the drawings.

In order to give directions for placing lines here and there, it has been necessary to establish certain measurement criteria. Rather than formal measurements we have chosen to stick to the tried and true: the hand. Therefore, you will find phrases such as "two finger widths" and "as tall as your pointer finger" in practically every activity.

If you are working with older students, feel free to substitute one centimetre for "one finger's width". Also – and this is important – the measurements, whether in centimetres or finger widths, do not have to be exact.

You will also find phrases such as "up and down" and "straight across". With older students, you could (and should) substitute "vertical" and "horizontal".

The book begins with a couple of easy activities to get children comfortable with the concept before going on to more difficult challenges. You may need to repeat some of the directions, and that's fine. When students make erroneous marks – and they will, from time to time – it's okay for them to use their rubbers. For that reason, pencils should be used for all activities.

Most of these activities should take about fifteen or twenty minutes to do. (Students may want to spend more time embellishing their drawings later.)

One final note: We have given each activity a title, but that's really just for your benefit. Students should never be told the name of the activity in advance. Remember, each activity is a surprise!

# Go Fly a Kite

*Say to students:*

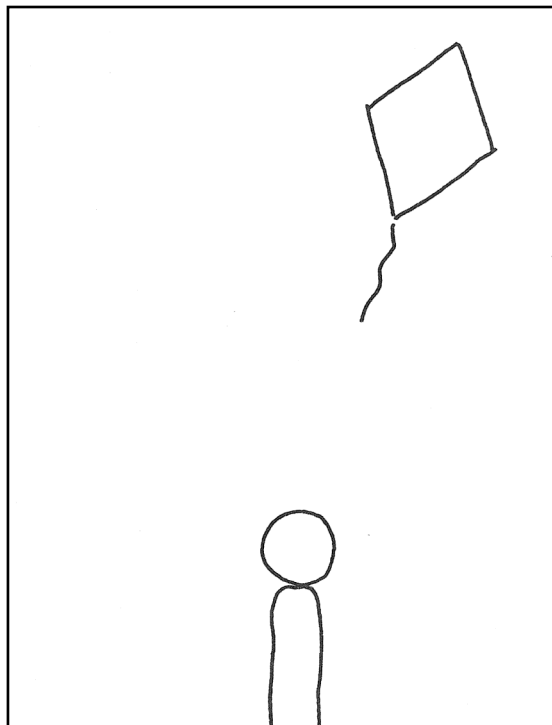
Position your paper so that one of the short sides is nearest to you, and listen carefully to my instructions before you do anything.

Your first job will be to lay the pointer finger of the hand you DON'T write with flat on your paper, sticking up from the bottom edge, about in the middle. Most of that finger should be touching the paper. Then, draw around that finger. Do this now.

Now, you'll be drawing a circle that is a little bit wider than the finger shape. It should touch the very top of your finger outline. Draw the circle now.

Near the top of your paper, towards the right, you'll be drawing a diamond shape that is about as long as the finger shape you just drew. The bottom part of the diamond should be pointing down towards your finger shape. Draw that now.

Next, starting at the bottom part of the diamond, draw a little wiggly line that is about as long as the diamond shape. It should point in the direction of the finger outline.



*The set-up drawing*

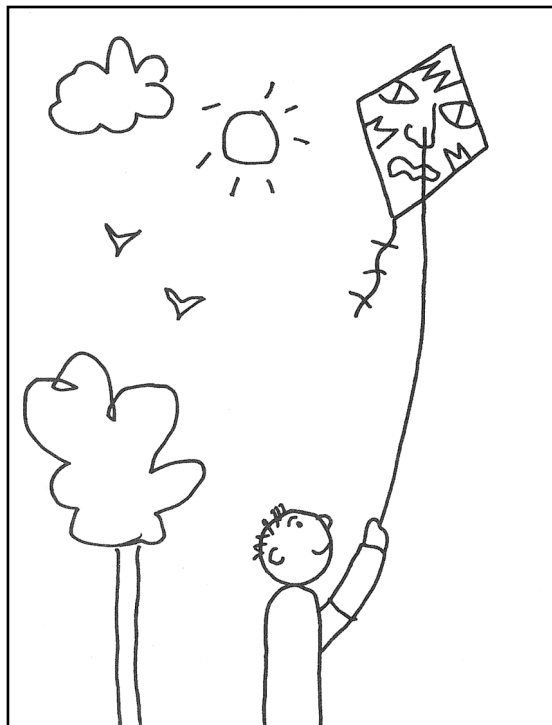
*SURPRISE!* You've just started a drawing of a little person flying a big kite. But there are some problems.

The first problem is that the little person (which is the finger-and-circle shape) needs an arm and a hand holding a string that goes up to the middle of the kite. Draw the arm, hand and string.

Now that we know the kite is not going to get away, I can tell you that the kite is decorated with a big, scary face that fills up almost all of the diamond shape. Draw the scary face now.

Now, finish your finger-person any way you like, but try to make it look like the person is watching the kite.

And what kind of a day is it? Is the sun shining? Are there clouds in the sky? Add as many details as you can. Good luck.



*A finished version*

# On the Train

*Say to students:*

Position your paper so that one of the long sides is nearest to you, and listen to my instructions before you do anything.

First, bring the bottom edge of your paper to the top edge and make a fold. Press down on the fold and leave the paper folded. Next bring the edge with the fold up to the top edge and fold again. Press down on the fold. Then, open the paper up and smooth it out. Your paper should now be divided into four sections that go all the way from the left to the right.

Your first job will be to make a tiny dot on the top fold line. You should put it about two finger widths in from the left side of your paper. Make the dot now.

Now, you'll be making a tiny dot on the top fold line again. But you should put this dot two finger widths in from the right side of your paper. Make the dot now.

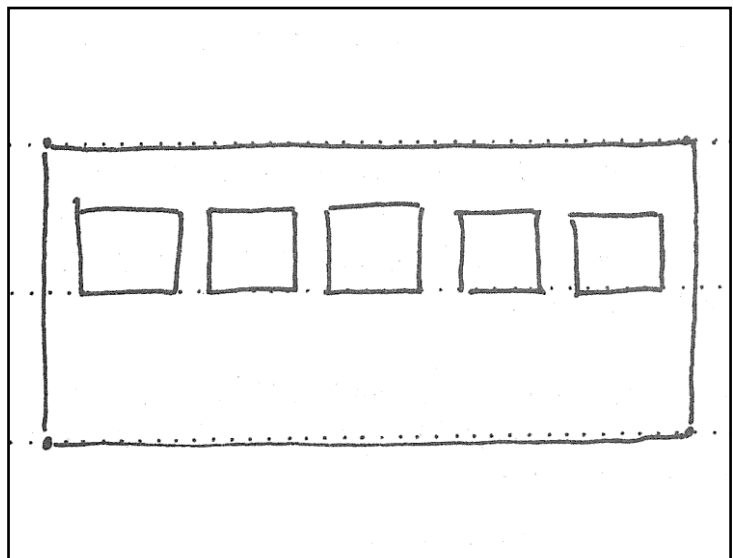
Next, you'll be making another small dot on the bottom fold line. You should put it two finger widths in from the left side of your paper. Make the dot now.

Then, you'll be making one more tiny dot on the bottom fold line again. You should put this one two finger widths in from the right side of your paper. Make the dot now.

Now connect the dots with straight lines to make a big rectangle.

Next, inside the big rectangle, you'll be drawing five squares that are all about the same size. The squares should have their bottom edges on the middle fold line. There should be a little space between each square, and when you are finished, they should be spaced out evenly from near the left edge of the big rectangle to near the right edge of

In other words, you'll be making a row of squares. The squares don't have to be drawn perfectly. Draw the five squares on the middle fold line now.



*The set-up drawing*

*SURPRISE!* You've just started a drawing of a train carriage!

The squares are windows, and this train carriage is full. There's something different going on in each window. Now, it's your job to finish each scene.

In the far left window, a small boy is looking out at the scenery. He has big eyes and curly hair. Draw him now.

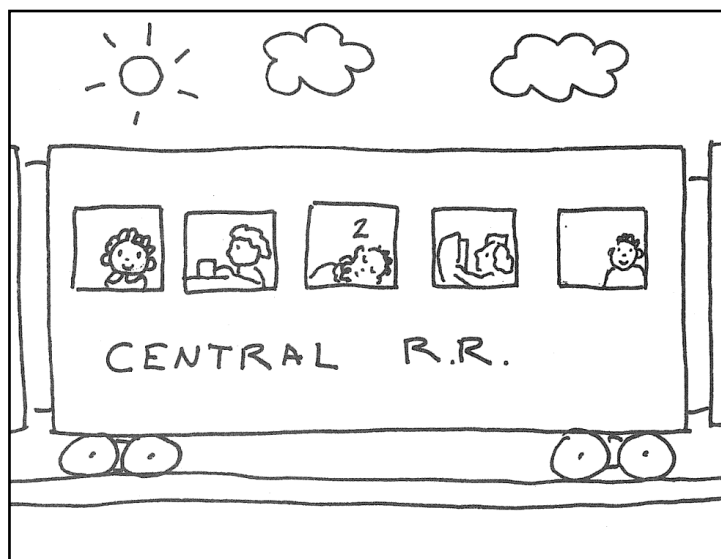
In the next window, a girl has opened a table in front of her and is eating lunch. You can see the girl, the tabletop and her lunch. Show this.

In the third window, a man is sleeping. His face is towards the window, and he has a very bushy beard. Show him sleeping.

In the fourth window, a woman wearing a tiny hat is reading a newspaper. Draw her now.

It'll be up to you to decide what to draw in the remaining window, but remember, this train carriage is packed. Go ahead and put someone in the window.

Your last job will be to make the train look more real. How about wheels? How about showing parts of the train carriages in front and behind? Is the name of the railway on the side of the car? And don't forget to put this train on a track! Good luck.



*A finished version*