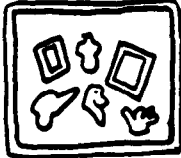


- Draw aspects of the event (people, places, activities, etc.)
  - Suggest lots of options, not specifics, e.g.
    - \* Rather than saying "draw a fireman, helping someone," say "draw a person you saw doing something helpful after the [disaster]."
- Create a COLLAGE (a combination of "materials")
  - Using a leading question such as "where were you when the [disaster] happened?"



- \* Teacher may draw / paste on the central image
- \* Children cut and paste photos, magazine pictures, articles, fabric pieces, etc. around central theme.
- \* They may also want to draw directly onto it
  - Collages are the "safest" form of "drawing" because child is using others' symbols. The child feels he/she is "losing less of self"
  - Collages can be extremely powerful
  - They provide "boundaries" for the child; this can act as a safety net (emotionally) for some.

Note\* Tell children they may draw what they cannot find in magazines, etc.

☆ Remember when introducing drawing of any sort to clearly say that the goal is not to draw a "pretty picture" but rather, a picture of expression!

- You may also want to look at other pictures (drawings, paintings) and talk about what they communicate. Encourage various views.



Don't use paint in this method. It is too "loose" of a medium for a traumatized child... the child might use it to bring up things not easily handled in a classroom.