

Visual dialogue

- Visual dialogue uses images, drawings, or photos to support a conversation, not replace it. The purpose is to make it easier for students to express thoughts and feelings that can be difficult to put into word
- Creates a shared focus that makes dialogue easier and more meaningful.
- Encourages deeper reflection
- Flexible formats: photographs, illustrations, artwork, nature images can be used.
- Enhances understanding by providing a visual complement to text and spoken language.

Inspirational activity: : Draw and tell

Materials: Picture cards, paper, pens

Description:

This activity strengthens listening skills and emotional regulation through a creative challenge. Students work in pairs: one is the storyteller, the other the artist. The storyteller describes a picture while keeping the image hidden. The artist draws based only on the storyteller's description. Afterward, pairs compare the drawing with the original image and reflect on the experience.

Steps:

1. Divide the group into pairs.
2. Give each storyteller a picture
3. Instruct storytellers to describe the picture.
4. The "artist" draw based on the storyteller's description.
5. When finished, reveal the original picture and compare with the drawings.
6. Discuss:
 - How did it feel to be the storyteller or the artist?
 - What was difficult or frustrating?
 - How did you manage those feelings?

Inspirational activity: : The Coin

Duration: 10–15 minutes

Materials: Paper, pens, coins

Description:

This activity helps students practice listening and managing frustration while exploring how memory and perception work. Students work in pairs: one is the storyteller, the other the artist. The storyteller describes what is on the back of a penny (or similar coin) without showing it. The artist draws based on the description and asks clarifying questions such as:

- Which way is he facing?
- Where is that?
- Is that on the top or bottom?
- Is that on the left or right?

Afterward, pairs compare the drawing with the actual coin and discuss how few details we remember about familiar objects and how assumptions can be misleading.

Steps:

1. Divide the group into pairs.
2. Storyteller describes the back of a penny without showing it.
3. Artist draws based on the description and asks clarifying questions.
4. Reveal the coin and compare the drawing to the real image.
5. In the group:
 - o What was difficult or surprising?
 - o How did you manage frustration or uncertainty?
 - o What does this say about memory and perception?

Why: Builds listening skills, patience, and awareness of cognitive biases while encouraging communication.

Inspirational activity: : Body mapping

Body mapping is an arts-based well-being practice that helps individuals visualize and express where emotions are felt in the body. It promotes embodied awareness, emotional literacy, and coping strategies through creative and reflective activities.

Duration: 10–15 minutes

Materials: Painter's tape or string (to outline a figure), large paper or sand (for outdoor version)

Activity

- Create a Body Outline: Use painter's tape, string, large paper, or sand (outdoor version).
- Locate Emotions: Students stand on the part of the body where they feel stress, worry, anger, etc.
- Decorate with Found Materials: Use scrap or recycled materials to decorate the body map, linking emotional awareness with sustainability and environmental consciousness.
- Share & Discuss: Invite students to describe sensations and situations. Discuss coping tips and strategies for relieving negative emotions

Inspirational activity: Weather Map of Emotion

This activity uses weather as a metaphor for emotions, helping students understand that feelings change and pass like weather patterns. Students explore different types of weather (sunshine, thunderstorms, clouds) and connect them to emotions. They then discuss protective strategies using the umbrella analogy and create drawings to represent what makes them feel safe and supported.

Duration: 10–15 minutes

Materials: A large poster or whiteboard with a “Weather Map” (sunny, cloudy, rainy, stormy, windy, etc.) Individual weather cards or sticky notes

Steps:

1. Introduce the idea: “Emotions are like weather—they change and pass.”
2. Look at different weather types (sunshine, storms, clouds) and discuss which emotions could match each. Emphasize that there are no wrong answers. Examples: Sunny = happy or calm, Cloudy = tired or uncertain, Stormy = angry or stressed
3. Ask each student to select a weather condition that represents how they feel right now.
4. Students place their weather card or sticky note on the class weather map.
5. Talk about the umbrella as a symbol of protection during emotional “storms.” Ask students to share ideas of what makes them feel safe and supported.
6. Have students draw umbrellas with their answers and invite them to share with the group.

Why: Encourages emotional literacy, coping strategies, and creative expression.

Inspirational activity: Pictures as a dialogue tool

Materials Needed:

- Picture cards – these can be photographs or abstract images.

A picture comes to life and gains meaning through the eyes of the beholder, so the same image can hold different meanings for different individuals.

Instructions

- Lay out the picture cards and present a question to the student or group.
- They respond by selecting a card that represents their answer.
- Dialogue (Individually or in Groups). Ask the student to explain why they chose this card. Example prompts: “I chose this card because...” “This picture makes me think of...”

Why Use Pictures?

- Help students put words to things that may be difficult to express with words alone.
- Become a shared focus that unites participants in conversation.
- Lead to deeper and more meaningful discussions.

Inspirational activity: Through the Lens: Accessing Children's Voices

Activity Description; Using photography as a tool, children can express their perspectives and feelings in a visual and narrative form. Photos taken by children, combined with their own stories, provide a rich understanding of their opinions and experiences. This approach not only captures authentic voices but also empowers children, fostering greater self-confidence through creative expression.

Steps

- **Provide Cameras or Smartphones:** Allow children to take photos that represent their thoughts on a specific theme (e.g., well-being).
- **Photo-Narrative Sharing:** Invite children to explain the meaning behind their photos.
- **Group Reflection:** Discuss common themes and insights to understand children's perspectives.

Important Ethical Note! Photos of people must NOT be used to protect privacy and comply with ethical guidelines. Focus on objects, places, or symbolic representations instead.

Why: Encourages child participation and agency. Builds confidence and communication skills. Provides visual and narrative data for deeper understanding of well-being.

References

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