

Simon Says Art

We often think of personal responsibility as only affecting ourselves. However, our choices can and will influence others. This project uses art as a tool to practice both responsibility and self-discipline. Students will take turns adding to a master painting using simple shapes while the rest of the class follows along on their own painting exactly. After every student has had a chance to be the lead painter, the end result will be a class full of duplicate paintings (with a little personal flare no doubt!).

Kindness Concept(s)

Integrity, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Canvas or Poster board for each student (11x14 or larger is preferred)
- paint brushes
- paint (avoid watercolor)
- paint shirts
- 1 easel

Note: This is a great opportunity to link up with the Art teacher for a combined lesson.

- Use clear instructions to responsibly guide the class in painting a simple shape on the master canvas.
- Use self-discipline to only paint what your leaders tell you to.

Explain that today students will work together to create a large group of duplicate masterpieces through shared responsibility.

At the front of the classroom is a blank easel. Starting with the first person, every student will have a chance to come up and teach the class how to paint.

Your job will be to provide clear instructions on the color, shape, and location related to our painting. Example: paint a blue square in the middle of the canvas. You need to be very specific. Should the square be filled in? Should we just paint an outline? Should the lines be thick or thin? The more detail you give, the more closely we can copy you!

As a class review possible difficulties students might have if they receive vague instructions. Practice giving vague instructions: Draw a circle (where?), draw in the middle (what shape?) etc.

Encourage students to speak up and ask for clarification in a kind and respectful manner if they don't understand instructions.

Remind them that they should NOT start painting until they are completely clear on the instructions.

As the teacher, you are the first leader. Purposely provide vague instructions and turn around to encourage the class to kindly ask for clarification BEFORE painting.

Invite the first student up after you and continue until everyone has had a chance to be the leader.

Each student will have a chance being the leader and will guide the class in adding another shape/color to the master painting.

Share your paintings after the activity is complete. Those that listened carefully should have paintings that closely resemble the master painting!

Post Activity questions:

- How hard was it to give clear, precise directions?
- Did you ever feel frustrated when you didn't understand what you were supposed to do?
- If so, how were you able to use self-discipline to work through it?
- How hard was it to ONLY paint what you were instructed to?
- Which role did you prefer and why: leader or listening painter?

RANDOM ACTS OF KINDNESS
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AS A RECOMMENDED
PROGRAM FOR SOCIAL
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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>