

Draw Play Share



Instructions and explanation

Draw, play, share

is a method designed to have a group of people look at each other and themselves in a 'new' way. It combines drawing and game elements to engage the participants' curiosity. It appeals to their empathic abilities and encourages productive conversation.

The method is the result of research I've conducted over the past few years on interpersonal communication and how to stimulate it. For mutual understanding to exist between people, clear communication is vital. During my work as a teacher at a university of applied sciences, I noticed that while students do communicate with one another, they sometimes do so in a superficial way. **Draw, play, share** has helped deepen their communication.

Everyone's an artist

Discussing clearly specified subjects results in more profound insights than talking in abstractions. Drawing and play help students solidify their thoughts and findings.

When exchanging these thoughts and findings, their inner lives connect with each other.

A lot of people feel they can't draw. However, the reality is that even those people manage to get something down on paper. Artistic doubt often turns out to be less of a factor than initially assumed: whilst in the process of drawing, people tend to realize rather quickly that creating something 'pretty' isn't the most important thing – instead, what's key is the journey towards creating something that you hadn't considered before you started. **Draw, play, share's** game elements aim to place the emphasis on the act of drawing itself, rather than the results.





Play

Draw, play, share is founded on a number of instructions (see page 6). By engaging in play, participants essentially agree to temporarily reside in a different world – a world with slightly different mores, where there is room for imagination. This leads to serious conversations during play, but also to many a laugh being shared – either way, the atmosphere is often intimate.

Anchor points

Each session of the method revolves around a number of themes in combination with six keywords: **who, what, where, when, why** and **how**. This combination of words stirs up memories and associations in the participant. The keywords solidify these associations and memories - they serve as anchor points. Using these, the participants zoom in on part of the theme and their specific thoughts on that theme,

encouraging them to consider the finer points and details of the subject. When these thoughts are depicted through drawing, they become livelier and more concrete, thus making them easier to share with others!

Application

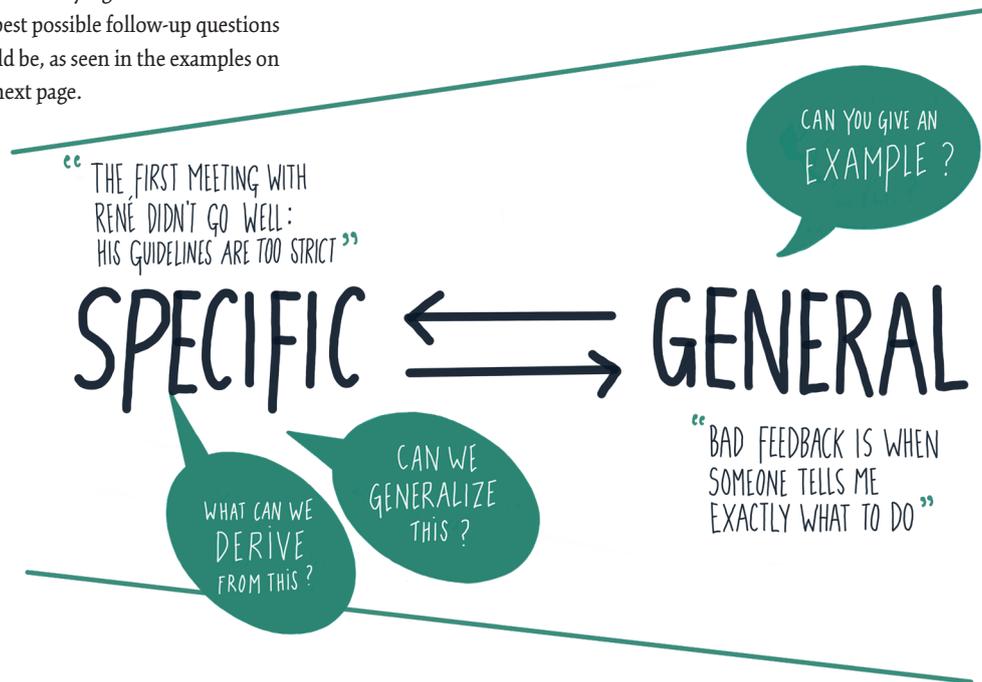
In an educational setting, **Draw, play, share** can be used as a tool for students to get to know each other. The set includes enough cards for an entire class, divided into groups. It can also be used to reflect on teamwork or personal development.

From general to specific (and vice versa)

How does conversation get going?

Nevertheless, the students sharing their drawings doesn't always lead to conversation. Sometimes, they will tell the others what their drawing is supposed to depict and not much more than that. Therefore, the next phase of the game is to encourage them to look at the subject in a more profound way: the participants are to ask each other questions, using the keywords **who**, **what**-, **where**-, **how**-, **when**- or **why**- as a basis. Different drawings require different follow-up questions. People who participate in the method tend to draw either a deeply personal situation or experience they were involved in, or a very broad, generalized situation.

With this in mind, I created the schematic depicted here. This can be used when trying to determine what the best possible follow-up questions would be, as seen in the examples on the next page.



Sample questions for coach, moderator or participant

Asking follow-up questions can contribute to a meaningful exchange between people. See the examples below.

FROM GENERAL TO SPECIFIC

Say, a student has picked the theme card **Love** and the keyword **What** and explains: "This heart represents unconditional love. That means that someone is there for you, even if you're not doing well." A follow-up question could be:

- ◆ Do you have someone like that in your life?
- ◆ Could you describe this person?
- ◆ What character traits does he / she have?
- ◆ What does he / she do to give you this feeling?



FROM SPECIFIC TO GENERAL

A student has picked the theme card **Love** and the keyword **What**. He's drawn a person with a heart next to it and says: "This is my mother. She love me unconditionally. She always bring me tea when I'm ill." A follow-up question could be:

- ◆ What does unconditional love mean to you?
- ◆ Are there any other people that you have this connection with?
- ◆ Does anyone in this workshop recognize this?
- ◆ Could you describe 'love' in general terms?





55 theme cards
on the theme of
personal life



35 theme cards
on the theme of
working together



90 cards featuring
keywords



100
art sheets



25
pencils



A session takes around
60 minutes

Instructions & contents

FOR VIDEO INSTRUCTIONS, SEE

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This method contains two overarching themes. These themes may be used separately or simultaneously. It's up to the teacher to decide which themes are suitable and to make a selection of sub-themes, if desired.

Assemble groups of 4 to 5 participants

1



The **theme cards** are distributed among the groups (assume one card per player per round) and placed face down on the table. Each player takes a card from the stack.

2



The **key word** cards are distributed among the groups (assume one card per player per round) and placed face down on the table.

3



The youngest player in the group chooses a key word of their preference to go with their theme card, and places both in front of another player of their choosing. The other players do the same.

4



Each player now has a theme card and a key word in front of them.

5



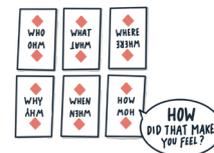
Each player writes down a number of one- or two-word associations based on the cards in front of them. They then use those associations as the basis of a drawing on the art sheet.

6



The youngest player gets to show their drawing first and elaborates on it for the group.

7



The person to their right takes a key word card from the stack and uses it as a basis for their follow-up questions for the artist. **See page 4 and 5.**

8



All theme cards are placed back in the middle. If desired, another round can be played at this point. A single round takes about **30 minutes**. Ideally, at least **two rounds** are played in order to really get to know each other.

Closing assignments

Exchange between people is the basis of this method. If you're using the method to break the ice, just playing the game will suffice. However, more can be gained from the drawings that are made during the game. A few options are presented here.

Requirements

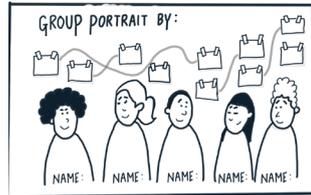
- A3 sheets
- Scissors
- Glue sticks
- Optional: colored markers

THEME

Personal life

Closing assignment 1 (individual)

Draw a self portrait based on the drawings you made during the game. Which of your drawings really say something about you? How do the drawings relate to each other? Is there a through line in your work and can you express this on your final self portrait?



Closing assignment 2 (teamwise)

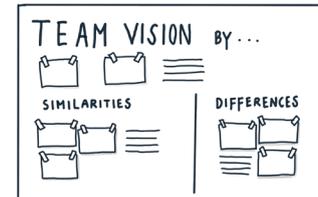
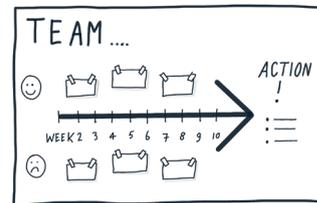
Place all the drawings that have been made in a row. Look at the similarities and differences. Do you see certain themes in very different ways? Or do you share a lot of thoughts on them? Make a group portrait of your team at poster size.

THEME

Working together

Closing assignment 3 (teamwise)

Draw a timeline of your work as a team. Above the line, write down the things that have gone well so far. Below the line, write down the things you were less pleased about. Using these positives and negatives, write down a number of areas that may require action in the future. You can do this on the timeline you made, or on a separate sheet if you prefer. You may use the drawings you made during the game as illustrations for the positive and negative points on the timeline.



Closing assignment 4 (teamwise)

Place all the drawings that have been made in a row. Look at the similarities and differences. Do you see certain themes in very different ways? Or do you share a lot of thoughts on them? Make a poster that expresses your team's vision on the theme of **working together**.

Draw Play Share



GAME DESIGN & ILLUSTRATIONS

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GRAPHIC DESIGN

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ABOUT THE CREATOR OF DRAW, PLAY, SHARE

Charley Muhren is a designer and teaches Communication and Multimedia Design at the University of Applied Sciences in Amsterdam. While obtaining her master's degree, she researched the ways in which drawing and play can be used as communication devices. The first iteration of this method involving game elements stemmed from this research.

In collaboration with the Visual Methodologies professorship, Charley then researched ways to apply her method in higher education. She ran trial sessions in several different courses and contexts. She is currently developing working methods for students where they use drawing and 'visual thinking' to learn how to reflect, communicate and enhance their problem-solving capabilities.

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