



Dew Bright Sample Activity 1

Activity: Drawing the Invisible

Subject: Art

Grades: 1–2

Time: 5–7 minutes

Purpose: Develop abstract thinking and visual creativity by representing something that cannot be directly seen.

This sample demonstrates how Dew Bright helps learners transform abstract ideas into meaningful visual expressions.

Important Tips for Teachers and Students

For Teachers:

- Keep the routine short, clear, and purposeful
- Model the task before adding speed, teams, points, or competition
- Adapt the activity to your learners' needs without weakening the core thinking skill
- Praise thoughtful reasoning as well as correct answers
- Ensure creativity strengthens subject learning

For Students:

- Try the task, even if your first idea is not perfect
- Give reasons, not only answers
- Listen to other learners' ideas
- Be ready to improve, adjust, or explain your response
- The goal is not to be the fastest every time; the purpose is to become a stronger thinker

#	Activity Name	Core Thinking Skills Trained	When to Use	Teacher Steps	Example Prompts	Teacher Tips	Time
1.	<i>Drawing the Invisible</i>	✓ Abstract thinking ✓ Symbolic representation	Meaning, Story, & Visual Logic <i>Use this version to introduce symbolic drawing through invisible ideas.</i>	Tell students calmly: <i>"Today I will show you something special. We are going to draw something we cannot see."</i> - Write one invisible word on the board. Start with something familiar but still invisible. Example: wind Say slowly: <i>"We cannot see wind. But we can see what wind does."</i> - Model your thinking aloud while drawing on the board: <i>"Hmmm... wind moves things. It pushes leaves. It makes trees bend. It swirls in circles."</i> - Draw simple curved lines moving across the page. Add one tree bending slightly. Keep it very simple. - After finishing, say: <i>"This is not wind itself. This shows what wind does and how it moves things."</i> Teach the key rule: <i>"We are not drawing the idea literally. We are using visual clues to show what it does, how it feels, or what it means."</i> Add a short explanation: <i>"I drew curved lines because they show air moving."</i> Circle the connection between drawing and explanation. Ask the class: <i>"What else could wind look like?"</i> Take 3–4 answers. If students hesitate, help gently: <i>"How does the wind change objects around it?"</i> - Let learners try in notebooks. Guide and assist. Finish by saying: <i>"Next time, we will draw invisible ideas faster and explain them clearly."</i>	Word: wind Teacher says while drawing on the board: <i>"We cannot see wind, but we can see what it does. I think wind moves trees and leaves."</i> Teacher draws: curved moving lines and a bending tree Teacher: <i>"I drew curved lines because wind moves through the air."</i> Teacher: <i>"What part of my drawing shows the wind?"</i>	Keep the tone calm and reflective. Accept all interpretations that connect logically. If a drawing is literal, gently ask: <i>"Is that the idea itself, or something connected to the idea?"</i> Praise explanation more than drawing quality.	5–7 min
	Intro	✓ Metaphorical thinking Art focus: Symbolism and abstract representation					

1.	<i>Drawing the Invisible</i>	✓ Abstract thinking ✓ Symbolic representation ✓ Metaphorical thinking	Meaning, Story, & Visual Logic <i>Use this routine when students need to express ideas, feelings, or abstract concepts through visual choices and simple explanation.</i>	1. Write one invisible or abstract word on the board. Examples: freedom, sound, smell, air, warmth, love, peace, kindness, happiness, bravery, friendship, time, energy, silence, dream, hope, future, imagination. 2. Tell students: “We cannot see this directly, but we can show it through what it does, how it feels, or what it means.” 3. Give students 2 minutes to represent the word in their notebooks using shapes, lines, and patterns. 4. Invite 1–3 volunteers to share their drawing and explain their reasoning in one sentence. 5. Ask one reflective question: “What made you draw it that way?” or “How does your picture show the idea?” 6. Extension Invite a volunteer to the board and whisper a new invisible word to them. The volunteer draws it while the class guesses the idea. 7. Repeat with as many new participants as time allows. 8. Close with a quick reflection: “What made this idea easy or difficult to represent?”	Topic: freedom Student A: <i>“I drew two birds – one flying freely and one inside a cage. The first bird shows freedom; the second shows what it feels like to lose it.”</i>	Begin with one shared word to allow deeper focus. Introduce additional words only during the extension rounds. Rotate words each session. Remind learners to show the idea through visual clues rather than trying to draw it literally. Encourage discussion rather than judging drawings.	5–7 min
	Activation Art focus: Symbolism and abstract representation						

Dew Bright Thinking Powers:

- Stretch
- Shape
- Support

Beyond the Activity – Understanding the Thinking, Growth, and Transfer Taking Place

Activity	Core Skills Being Built	What This Trains in Students	What Growth Looks Like	How This Transfers to Life	Teacher Look-Fors	Student Takeaway
Drawing the Invisible	Symbolic and abstract thinking	The power to express feelings, ideas, and concepts beyond literal images	Young thinkers use metaphor, symbolism, and deeper explanations to communicate meaning	Supports emotional expression, symbolic communication, and expressive confidence	• Thoughtful symbolism • Meaningful artistic choices • Reflective explanations	<i>"I can express ideas that don't have a physical shape."</i>