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

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Dew Bright Creative Thinking System

Elementary

#	Activity Name	Core Thinking Skills Trained	When to Use	Teacher Steps	Example Prompts	Teacher Tips	Time
1.	*Drawing the Invisible* **Intro**	✓ Abstract thinking ✓ Symbolic representation ✓ Metaphorical thinking **Art focus:** Symbolism and abstract representation	**Meaning, Story, & Visual Logic** *Use this version to introduce symbolic drawing through invisible ideas.*	1. **Tell students calmly:** *"Today I will show you something special. We are going to draw something we cannot see."* 2. Write **one invisible word** on the board. Start with something familiar but still invisible. **Example:** wind 3. **Say slowly:** *"We cannot see wind. But we can see what wind does."* 4. Model your **thinking aloud while drawing** on the board: *"Hmmm… wind moves things. It pushes leaves. It makes trees bend. It swirls in circles."* 5. Draw simple curved lines moving across the page. Add one tree bending slightly. Keep it very simple. 6. After finishing, **say:** *"This is not wind itself. This shows what wind does and how it moves things."* 7. **Teach the key rule:** *"We are not drawing the idea literally. We are using visual clues to show what it does, how it feels, or what it means."* 8. **Add a short explanation:** *"I drew curved lines because they show air moving."* Circle the connection between drawing and explanation. 9. **Ask the class:** *"What else could wind look like?"* Take 3–4 answers. If students hesitate, help gently: *"How does the wind change objects around it?"* 10. Let learners try in notebooks. Guide and assist. 11. **Finish by saying:** *"Next time, we will draw invisible ideas faster and explain them clearly."*	**Word:** wind **Teacher says while drawing on the board:** *"We cannot see wind, but we can see what it does. I think wind moves trees and leaves."* **Teacher draws:** curved moving lines and a bending tree **Teacher:** *"I drew curved lines because wind moves through the air."* **Teacher:** *"What part of my drawing shows the wind?"*	Keep the tone calm and reflective. Accept all interpretations that connect logically. If a drawing is literal, gently ask: *"Is that the idea itself, or something connected to the idea?"* Praise explanation more than drawing quality.	5–7 min

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Dew Bright Creative Thinking System

Elementary

1.	*Drawing the Invisible* **Activation** **Dew Bright Thinking Powers:** • *Stretch* • *Shape* • *Support*	✓ Abstract thinking ✓ Symbolic representation ✓ Metaphorical thinking **Art focus:** Symbolism and abstract representation	**Meaning, Story, & Visual Logic** *Use this routine when students need to express ideas, feelings, or abstract concepts through visual choices and simple explanation.*	1. Choose **one invisible concept** and write it on the board. **Examples:** love, time, freedom, sound, smell, air, peace, friendship, happiness, bravery, kindness, energy, silence, dream, hope, future, imagination, warmth 2. **Tell students:** *"We cannot see this directly, but we can draw what it does, how it feels, or what it means."* 3. **Add a restriction** for concepts that tend to produce predictable drawings. Use it to reduce repetition and encourage students to think more deeply. **For example, say**, *"Draw love without a heart symbol" or "Draw time without a clock."* 4. Give students **2 minutes** to make as many quick sketches as they can in their notebooks. Each sketch should represent the same concept in a different way. 5. Invite **2–3 volunteers** to the front to show their sketches. **Ask each student:** *"Which of your drawings shows the concept most clearly, and why?"* Keep each answer to **one sentence**. 6. **Extension: Guess the concept**. Choose another invisible concept from the list and whisper it to one volunteer at the front. The volunteer draws it on the board while the class guesses what it represents. Take two or three quick guesses, then reveal the concept.	**Topic:** freedom **Quick sketches:** An open gate, a child choosing between two paths, and a bird leaving a cage. **Student:** *"I chose the bird leaving the cage because it can fly wherever it wants."*	Start with one shared concept so students can compare different ways of showing it. Introduce a second concept only during the optional guessing round. Encourage learners to use visual clues that suggest what the concept does, how it feels, or what it means. Focus the discussion on how clearly the visual clues communicate the concept and why students chose them.	5–7 min

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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 can express ideas that don't have a physical shape."*

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