

# Story telling - Patchwork picture

## 3 steps to the activity realisation



### Step 1 – preparation phase

For this exercise, you need enough space and tables so that the young people can draw. In addition, paper or fabric, markers or fabric paints and ribbons or needles to hang up the finished picture.

### Step 2 – activity phase

Explain to the young people that they will create a patchwork picture made up of the strengths of the (class) community. Each person will first draw a picture of one of his or her strengths. If the young people find it difficult to develop their own ideas, they can discuss them with classmates in order to receive suggestions.

Hand out paper or cloth and markers or paint.

Explain that the finished pictures of your personal strengths will be put together into a large patchwork picture at the end.

Explain to them that they can draw a second picture if they have enough time. When the picture is ready, the young people should attach it to the community patchwork picture.

Give them 15 minutes to draw. Support the children / young people if necessary and make sure that the finished pictures are attached to the center of the patchwork picture with tape, glue or needles.

### Step 3 – wrap up phase

Discussion:

Tell young people that they have completed the pictures of their strengths and that they will now look at the patchwork picture together.

Ask them how the patchwork picture looks compared to the individual pictures. (E.g. ∴ It's bigger, better, more beautiful.)

Share the message of the game:

“When all the strengths of the community are combined, something nicer and stronger emerges from it. Each strength is beautiful in and of itself. But if something bigger emerges from the union of these strengths, it is even nicer.”


Ask them if they could hang the patchwork picture alone and why / why not. Explain that together as a class / community you will use your individual strengths to put the picture on the wall.


You can maybe encourage young people to do this activity in a way to draw attention to the strength of the person on their right – and in that way we can encourage them to think about others in a nice way.




Type of activity:  
Relationship ability

Value of the activity:  
Recognize the strengths of the family, classmates, and the peer group and explain how they can support success and responsible behavior

 Timing:  
preparation: 10 min.  
implementation: 30 min.  
checking learning progress: 60 min.

 Activity follow-up:  
e.g. further reading – links on methods/tools (for the professional)

 Other value case box components:  
Exercise to be implemented in a trustful atmosphere

 Value quoted:



The activity could also be used to draw the attention to the strength that they observe in their classmates, that they wish to have and then talk to them about how to gain this strength. This can be deepened in thinking about the different strengths of their classmates.

Help young people to fix the picture on the wall.

Your notes:

V ...

V ...

V ...

V ...