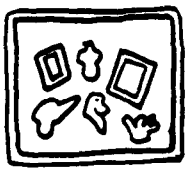
- Draw <u>aspects</u> of the event (people, places, activities, etc.)
  - Suggest <u>lots</u> of options, not specifics, e.g.
    - * Rather than saying "draw a fireman, helping someone," say "draw a person you saw doing something helpful after the [disaster]."

- Create a COLLAGE (a combination of "materials")
  - Using a leading question such as "where were you when the [disaster] happened?"



    - * Teacher may draw / paste on the central image
    - * Children cut and paste photos, magazine pictures, articles, fabric pieces, etc. around central theme.
    - * They may also want to draw directly onto it
      - Collages are the "safest" form of "drawing" because child is using others' symbols. The child feels he/she is "losing less of self"
      - Collages can be extremely powerful
      - They provide "boundaries" for the child; this can act as a safety net (emotionally) for some.

> <u>Note</u>* Tell children they may draw what they cannot find in magazines, etc.

☆ Remember when introducing drawing of any sort to clearly say that the goal is not to draw a "pretty picture" but rather, a picture of <u>expression</u>!

- You may also want to look at other pictures (drawings, paintings) and talk about what they communicate. Encourage various views.

> CAUTION! Don't use paint in this method. It is too "loose" of a medium for a traumatized child... the child might use it to bring up things not easily handled in a classroom.