



MANIFESTING THE NEW

I AM WHO I CHOOSE TO BE

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FROM 9 YEARS OLD



Artists from all over the Western Cape donated artwork they had not completed because they got stuck in their creative process. Others donated completed artwork and are asking children to add to them. Attached to the donated artwork will be a story and/or background description of the artwork, explaining the motivation at the beginning of the creative process and the reason it was not finished or is being passed on. The artist(s) pass on their uncompleted or unwanted artwork, trusting that the children will give them new life and a future.

With the Butterfly Art Project's 2021 art campaign, 'Manifesting the New', we aim to empower children and youth through a relevant and much needed art theme. This art project includes a painting process that will

teach children how they can be present, realise the needs of the moment, listen to future impulses and take action to create something new.

In the first two weeks the children will learn about the idea behind the project and be introduced to the materials and medium that will be used. They will draw on A4 paper with coloured pencils, markers, rollers or crayons, visioning their creation into the future: What are your current dreams? How might the world look? How would you like to experience human life on planet earth in the future?

In week two they will use the medium of acrylic paint, practicing mixing different tints and shades, getting to know a modern medium for the painting process.

In week three the children choose 1 piece of donated artwork to work with. They will read the notes the original artist wrote about the artwork and her/his process. Then the children learn how to make observations about an artwork by looking at all elements of the piece. The children will spend time listening to and understanding the artist's initial intention, connecting to the potential of the artwork and then painting the original the way they would like it to be. Children might get stuck in their process (just as the original artist may have), but through the support of their loving and caring Community Art Facilitators they will be assured that it is ok to get stuck sometimes. They will realise that we do not always need to have a solution for everything in the present moment. The future holds potential, and when we are guided to be patient and give the process some time, the questions we have may be answered overnight.

In each lesson they will slowly add their very own new contribution, colour by colour, step by step. The painting process might be new to many of the children. Some will have no knowledge of the colour wheel and it is best to present it to the class and invite them to choose colours only from one half of the wheel.

The children will need close guidance through the artistic process until they have learnt to respect the old artwork and treat the future additions with care. By week five the children will have made satisfactory progress on their artwork and can be trusted to handle the exercise well using any colours they like and taking the artwork to its completion until Session 7.

The last lesson is reserved for a little exhibition in the classroom, looking at before and after pictures, sharing their experiences and celebrating with special snacks. The lesson is closed by writing or recording a message to the original artist.



A child using an old artwork and recreating it through the *Manifesting the New* process.

LESSON 1: MY FUTURE WORLD (PRELIMINARY ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|---|---|--|---|
| <ul style="list-style-type: none"> Welcome circle Introduction to the facilitator and space Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Getting to know the facilitator and space Nourishment and practicing gratitude | 15 | Space and voice, 1 apple per child, prayer/verse |
| <ul style="list-style-type: none"> Establishing the rules in conversation Writing rules on poster | <ul style="list-style-type: none"> Clarifying expectations regarding behaviour of the children | 5 | Space and voice, poster, markers |
| <ul style="list-style-type: none"> Introduction to the theme Reading the story of the peacock feather | <ul style="list-style-type: none"> Understanding the theme 'Manifesting the new' and what manifesting is | 10 | Short video, story, verse |
| <ul style="list-style-type: none"> Assessment drawing: My future world | <ul style="list-style-type: none"> Having a free art work for a possible child case study Practicing to dream into the future Practising manifesting | 35 | A4 paper, coloured pencils, markers, rollers, crayons, etc. |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | Practicing taking responsibility and volunteer | Practicing taking responsibility and volunteer |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practicing reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice |
| | | | Total time: 90 min |

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome children into the space. Have them sit down in a circle on the chairs already prepared for them. Introduce yourself and your colleagues. Share with them what will happen in class in a few sentences like: "We will pray and eat our fruits together, I am going to tell you about the project we are going to do this term, then we will do a small drawing to warm up. After drawing, we are going to hang them all up, have a look and appreciate each other's efforts. Then we pack away and say goodbye".

The class hears the new prayer for the first time: Say each sentence and have the children repeat after you, cut through the apples and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see, a star as pretty as can be, a special star like you and me.

INTRODUCTION TO THE THEME

Introduce the class to the theme of 'Manifesting the New', read the story, Manifesting my Feather (see appendix A), then allow for a discussion for the children to engage on their understanding of the word 'manifesting'. The discussion happens seated in the circle. (You can replace the story with your own about manifestation or introduce an exercise to the children about learning to observe miracles in their lives and sharing the story).

ASSESSMENT DRAWING: "MY FUTURE WORLD"

Instruct the children to find a seat. The desks are prepared with all the art materials they will use in this lesson (A4 paper, coloured pencils, markers, rollers, crayons, etc.). Encourage them to think and feel: What are your current dreams? How do you think the world would look like in the future? How would you like to experience human life on planet earth in the future? What do you wish to become in life one day? What career can you see for yourself? Then, once all have had time to think, feel and dream, they draw their future world with themselves in it.

The above activity allows the children to practise manifesting the new. As a facilitator, it is recommended not to highlight this to the children but to allow them to discover it for themselves. You can reflect on this in the review of the day.

Allow 30–35 mins for the children's imagination. Let them draw freely, and do not interfere unless necessary. The children can use any of the art materials on the table.

Remind the children 5 minutes before packing time to end drawing and come back into the present.

PACK AWAY

Instruct the class to return their art materials, wipe the tables, sweep the floor and throw away or recycle all materials and paper that will not be used in the next lesson.

REVIEW OF THE DAY

Hang up the artwork for a small exhibition. Ask the children how the process was for them. Explain to the group that they started the first step of manifesting something new by dreaming into the future.

FAREWELL CIRCLE

Stand in a circle and hand out papers with the verse (The wishes of the soul refer to the poem at the end of this document), then read the verse together:

*The wishes of the soul are springing,
The deeds of the will are thriving,
The fruits of life are maturing.
I feel my destiny,
My destiny finds me.
I feel my star;
My star finds me.
I feel my goals in life,
My goals in life are finding me.
Say goodbye.*

LESSON 2: TINTS AND SHADES (PRELIMINARY ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|--|--|----------------|--|
| <ul style="list-style-type: none"> Welcome circle Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Nourishment and practicing gratitude | 15 | Space and voice, 1 apple per child, prayer |
| <ul style="list-style-type: none"> Introduction to the medium Introduction to tints and shades (acrylic) | <ul style="list-style-type: none"> Getting to know the acrylic medium Practicing mixing different tints and shades | 10 | Acrylic paint, example art works |
| <ul style="list-style-type: none"> Small art project, painting different shades of 1 colour | <ul style="list-style-type: none"> Knowing to work with acrylic Practicing working with tints and shades | 40 | Acrylic paint 1 colour per child plus black and white, Small square mixed media pad, paint brushes, water, easels, paint cloths, water jars. apron |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practicing reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice |
| | Total time: 80min | | Flexible time: 10min |

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome children into the space. Have them sit down in a circle, on the chairs already prepared for them. Share with them what is going to happen today in few sentences.

Say the prayer together, cut the apples in the way described below and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see, a star as pretty as can be, a special star like you and me.

INTRODUCTION TO THE MEDIUM

Instruct the children to find a seat at their desks prepared with all the art materials they will use for this lesson. Provide each child one paintbrush, a water jar, one paint cloth, acrylic paints (one colour along with black and white), 20 x 20 cm mixed media paper and an apron. Introduce the children to acrylic paint, explain to them they should be careful and not to get it onto their clothes as it will not wash out; let them put on their aprons.

Here is some info about the acrylic medium: Acrylic paint is a versatile medium, water-based and odour-free. Acrylics dry more quickly than oil paint, which is an advantage. Acrylics are manufactured by mixing the pigment with acrylic resin, a binding medium. This is water-soluble when wet but becomes waterproof when dry, like wall paint. Therefore, wash brushes well in water before the paint dries on them; soap may be used and rinse well. Acrylics are used on paper, canvas or prepared board.

The paint may be used straight from the tube/ bottle, in which case the consistency is thick and creamy; thin by adding water or a special medium, it is sold in either matt or gloss consistency. Acrylic paint is mainly opaque (not transparent), but certain colours may become more opaque when thinned. Mix acrylics on a palette/smooth tile with a palette knife.

THERE ARE MANY TECHNIQUES:

- Scumbling: paint in layers; the second layer scumbles over the first so that some of the underlying colours show through, enhancing the colour effect and texture.
- Impasto: rougher texture can be achieved by applying the paint more thickly, with a coarser brush or a more loaded brush. Experiment!
- Wet - onto - wet
- Varied brushwork
- Palette-knife painting; etc.

Painting different tints and shades. Instruct the children to choose one colour:

1. Guide them to think of a colour representing their mood of the day.
2. Explain that each colour has a different meaning to different people.
3. Make examples of green being growth, red love or anger, yellow happiness or jealousy, etc.

Instruct the children to dip their paintbrushes into the colour they have chosen. Have them make 5 random marks on a piece of paper in front of them. Show them an example on a page hung on the wall. Tell them to clean their brush by dipping it in the water, rub it at the bottom of the jar, then drag the brush across the rim of the water jar to remove excess water. Next, introduce them to use of the cloth: wipe and dry the brush to remove the leftover moisture/paint off the brush.

Instruct the class to take some more of the colour they have chosen and mix it into white acrylic paint. It should be five parts white and one-part colour. Tell them to clean the brush as just taught before dipping into the white paint, remind them to do this every time they have to mix the paint. Instruct the class to make another 5 random marks on the page, not overlapping the previous marks they have already made. Explain that when they mix white with a colour, it is called a tint. Please do the same for the black and explain to the class that it is called a shade when they add black to a colour. Have the class mix as many tints and shades as possible and fill their page with it until no white of the page shows.

PACK AWAY

Clean the paintbrushes make sure all the paint is removed from the bristles (acrylic paint will harden the brush if it is not properly cleaned). Don't flush acrylic paint down the sink as it will dry and block the drain. Instead, wipe excess paint onto an old piece of paper and discard it in a refuse bin. Then, put clean paint back into the paint jar. Avoid putting any previously mixed colour back into the original containers. Wipe the tables and sweep the floor.

REVIEW OF THE DAY

Place the artworks on the table, have a small exhibition, ask the children how the process was, and recap what shades and tints are. Finally, ask the children about their experience in working with acrylic paints.

FAREWELL CIRCLE

Stand in a circle and read the farewell verse twice. Then say goodbye until next week.

LESSON 3: RECEIVING THE DONATED PAINTING (MAIN ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|---|--|----------------|--|
| <ul style="list-style-type: none"> Welcome circle Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Nourishment and practicing gratitude | 15 | Space and voice, 1 apple per child, prayer |
| <ul style="list-style-type: none"> Selection of art works | <ul style="list-style-type: none"> Practicing observing art Showing courage to commit Practicing acceptance | 10 | 50% more donated paintings than children to offer a choice to the children |
| <ul style="list-style-type: none"> Conversation about the elements of paintings and their chosen art works | <ul style="list-style-type: none"> Discovering the stuck paintings and the adult artist's challenge | | |
| <ul style="list-style-type: none"> Painting with 1 colour | <ul style="list-style-type: none"> Accessing the painting through the creative process Deepening knowledge of medium Building on the old and honouring the past | 40 | Acrylic paint (1 colour of choice per child, plus black and white), paint brushes, water, easels, paint cloths, water jars |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practicing reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice |
| | Total time: 90min | | Flexible time: 0min |

THERE ARE THREE WAYS TO DISTRIBUTE THE INCOMPLETE ARTWORK:

OPTION 1. Number in a bowl, place numbers in a bowl and have the participants draw a number representing the artwork. Based on the number chosen, the participants will receive the artwork.

OPTION 2. First come, first served, the participants are given a number in the order in which they come to the class, meaning whoever comes early will have the privilege of choosing an artwork first. Again, this could be used as a lesson in punctuality.

OPTION 3. Participants choose the artwork that speaks to them. If there is a situation where 2 or 3 participants want to have the same painting, they need to negotiate between them who will have the artwork.

In this lesson plan, we focus on explaining to you how to distribute the artwork by choice.

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome children into the space. Have them sit down in a circle, on the chairs already prepared for them. Share with them what is going to happen today in a few sentences.

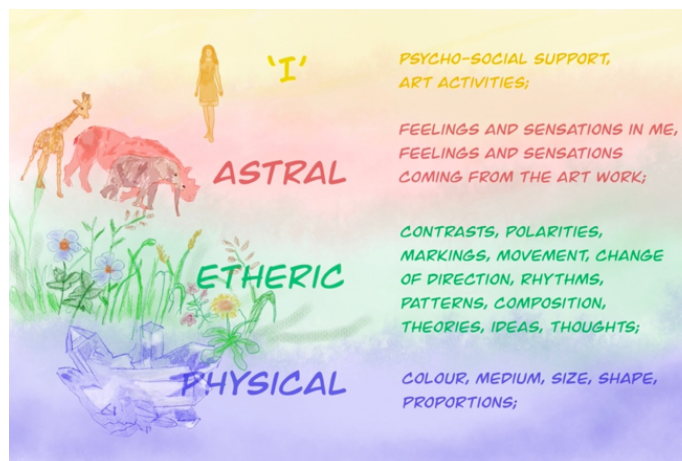
Say the prayer together, cut the apples in way described below and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see, a star as pretty as can be, a special star like you and me.

SELECTION PROCESS

For this part of the lesson, the facilitator should have twice as many incomplete artwork pieces than children. Each artwork is displayed for the children to observe easily.

Explain to the children that each artwork is donated from young and old artists all over the Western Cape who could not finish or no longer want the artwork and now want to pass it on because it still has value. They gave it to us because they trust that we will honour the painting and give it new life with our best intentions. In addition, they are curious about what solutions young artists have for our future challenges. Look at the artworks and talk about the different media used. Please point out the one painted with acrylic (the medium they got to know



last week). Explain the other elements of a painting to them: physical, etheric and astral (Child Case Studies at Butterfly Art Project)

Of course, you need to adapt your language and explanation for the children to understand. Allow children now, one by one, to choose an artwork. If two or more children like the same artwork, facilitate a mediation process till they have found a solution. Let them talk and explain why they so much want to work on that specific painting. (See appendix for characteristics of different archetype). Hand out the story of the artist and their painting process to each child. Then, instruct the children to find a seat in front of their chosen painting. Allow time while the children read the story and look at the painting, trying to discover their next step for it. Then, guide the children to think of a colour they want to add to the painting, let them know they will start with only one colour today.

PAINTING WITH ONE COLOUR

Have an incomplete artwork you will use for demonstrations and show them the first step on your sample.

Instruct the children to start painting once they feel ready. Let them choose a colour, water it down and apply only thin layers of paint. They must let their heart and gut guide them (also known as intuition). Please encourage them to take very slow steps, and remind them that

there will be 4 more sessions in their painting process.
After 10 to 15 minutes, guide the children to step back and observe what is happening in the painting. Again, the distance to the artwork allows a wider perspective and discoveries.
Allow the class to paint for 40 minutes.
Remind the class to stop 10 minutes before packing away time

PACK AWAY

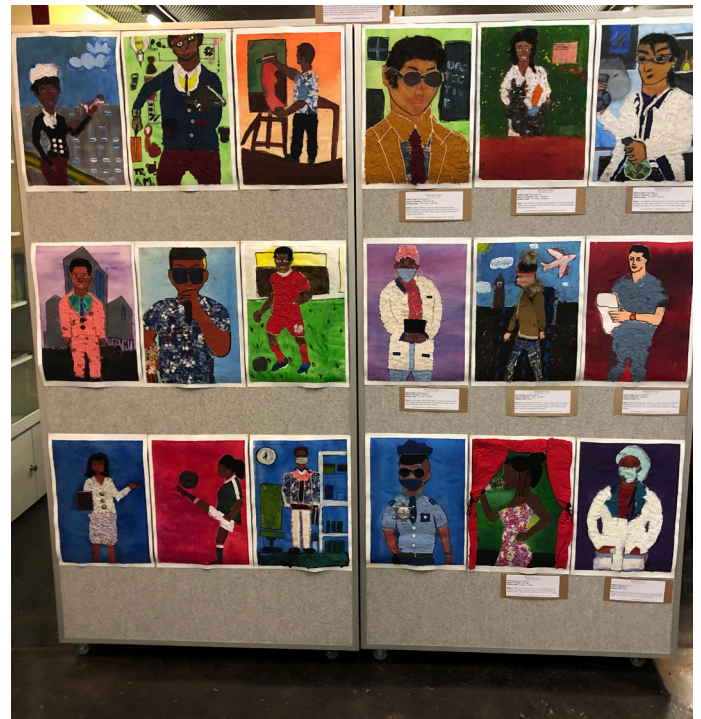
Clean the paintbrushes, making sure all the paint is removed from the bristles. Do not flush acrylic paint down the sink as it will dry and block the drain. Instead, wipe excess paint onto an old piece of paper and discard it in a refuse bin. Then, put clean paint back into the paint jar. Wipe the tables and sweep the floor.

REVIEW THE DAY

Ask the children to sit in front of their paintings. Ask them to review the class backwards in time activity by activity. Help lead the discussion if they make mistakes or struggle to review their actions in order. Ask them for any "Aha" moments or revelations during art class. What was their favourite part today? What was new?

FAREWELL CIRCLE

Stand in a circle and read the farewell verse twice. Then say goodbye until next week.



LESSON 4: SECOND COLOUR (MAIN ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|---|--|----------------|---|
| <ul style="list-style-type: none"> Welcome circle Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Nourishment and practicing gratitude | 15 | Space and voice, 1 apple per child, prayer |
| <ul style="list-style-type: none"> Conversation about last week's lesson and learnings | <ul style="list-style-type: none"> Reconnecting with the past and harvesting the fruits of the past Giving children space for their voices | 5 | Space and voice Wishes of the soul (theme verse) |
| <ul style="list-style-type: none"> Demonstration of introducing a second colour | <ul style="list-style-type: none"> Assisting children to find a start into the next step | 5 | Demonstration artwork and painting workstation |
| <ul style="list-style-type: none"> Painting with two colours | <ul style="list-style-type: none"> Embracing crises Growing courage Practicing painting Practicing manifesting the new | 40 | Donated artwork, acrylic paint 1 colour per child plus black and white, paint brushes, water, easels, paint cloths, water jars; |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practicing reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice |
| | | | Total time: 90 min |

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome the children into the space. Have them sit down in a circle on the chairs already prepared for them. Share with them using a few sentences what is going to happen today.

Say the prayer together, cut the apples and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see, a star as pretty as can be, a special star like you and me.

CONVERSATION ABOUT LAST WEEK'S LESSON AND LEARNINGS

Still seated in a circle, recap what happened last week and what they have learnt. Bear in mind that a lot can happen in a week in the life of a child growing up in poverty. Brainstorming about the last session will help the children reconnect to the intentions and process they have started.

DEMONSTRATION OF INTRODUCING A SECOND COLOUR

The tables are set with workstations for the children. The artworks are displayed, and all materials for acrylic painting are set out. Explain that they will continue working on their paintings, but that this week not only will they use the colour from the previous week but they will also choose a second colour. Show them step by step on your demonstration artwork how to gently weave in the second colour. Allow the children to choose a second colour from the same half of the colour wheel as the first colour.

PAINTING WITH TWO COLOURS

Some children might get stuck and might not know what to do. We name this a "crisis". Assure the children it is OK to be stuck at the moment and allow them to step back from the painting, even walk away, but slowly guide them back to have a fresh perspective. They can even stop painting and start next week again. Have an alternative for them, like drawing if there is still time left in the lesson. After 10 to 15 minutes, guide the children to step back to observe what is happening in the painting.

Allow the class to paint for 40 minutes.

Remind the class to stop 10 minutes before packing away time.

PACK AWAY

Clean the paintbrushes make sure all the paint is removed from the bristles.

Do not flush acrylic paint down the sink as it will dry and block the drain. Instead, wipe excess paint onto an old piece of paper and discard it in a refuse bin. Then, put clean paint back into the paint jar.

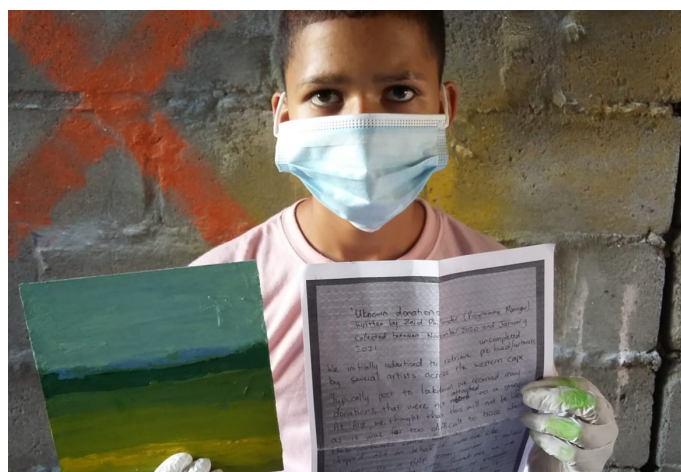
Wipe the tables and sweep the floor.

REVIEW OF THE DAY

Ask the children to sit in front of their paintings. Ask them to review the class backwards in time activity by activity. Help lead the discussion if they make mistakes or struggle to review their actions in order. Ask them for any "Aha's" or revelations during art class. What was their favourite part today? What was new?

FAREWELL CIRCLE

Stand in a circle and read the farewell verse twice. Then say goodbye until next week.



Jesse, holding his donated/preloved artwork with the Artist's story that was attached to it.

LESSON 5: THIRD COLOUR (MAIN ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|---|--|----------------|---|
| <ul style="list-style-type: none"> Welcome circle Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Nourishment and practicing gratitude | 15 | Space and voice, 1 apple per child, prayer; |
| <ul style="list-style-type: none"> Conversation about last week's lesson and learnings | <ul style="list-style-type: none"> Reconnecting with the past and harvesting the fruits of the past Giving children space for their voices | 5 | Space and voice |
| <ul style="list-style-type: none"> Demonstration of introducing a third colour | <ul style="list-style-type: none"> Assisting children to find a start into the next step | 5 | Demonstration art work and painting workstation |
| <ul style="list-style-type: none"> Painting with three colours | <ul style="list-style-type: none"> Embracing crises Growing courage Practicing painting Practicing manifesting the new | 40 | Donated artwork, acrylic paint 1 colour per child plus black and white, paint brushes, water, easels, paint cloths, water jars; |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practicing reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice Wishes of the soul (farewell verse) |
| | | | Total time: 90 min |

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome children into the space. Have them sit down in a circle on the chairs already prepared for them. Share with them what is going to happen today in few sentences.

Say the prayer together, cut the apples and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see, a star as pretty as can be, a special star like you and me.

CONVERSATION ABOUT LAST WEEK'S LESSON AND LEARNINGS

Still seated in a circle, recap what happened last week and what they have learnt with the children. Bear in mind that a lot can happen in a week in the life of a child growing up in poverty. Brainstorming about the last session will help the children reconnect to the intentions and process they have started.

DEMONSTRATION OF INTRODUCING A THIRD COLOUR

The tables are set up as workstations for the children. The artworks are displayed and all materials for acrylic painting are set out. Explain that they will continue to work on their paintings, but they will use a third new colour this week in addition to the two colours they have already used. Using your demonstration artwork, show them step by step how to gently weave in the third colour. Allow the children to choose a third colour from the same half of the colour wheel as the first colour.

PAINTING WITH THREE COLOURS

Hand out the colours the children used last week and add the third colour they chose this week.

Guide the children to step back after 10 to 15 minutes to observe what is happening in the painting.

Allow the class to paint for 40 minutes.

Remind the class 10 minutes before packing away time to stop.

PACK AWAY

Clean the paintbrushes make sure all the paint is removed from the bristles. Do not flush acrylic paint down the sink as it will dry and block the drain. Instead, wipe excess paint onto an old piece of paper and discard it in a refuse bin. Then, put clean paint back into the paint jar. Wipe the tables and sweep the floor.

REVIEW OF THE DAY

Ask the children to sit in front of their paintings. Check-in with them if they still have the artist in mind that donated the painting? Ask them to share if they are trying to keep any of the elements of the artist in the painting. This could be physical or metaphorical. Allow the class to share, do not force anyone to share. If no one has the courage, do a review of the day by walking the day backwards.

Ask them to review the class backwards in time activity by activity. Help lead the discussion if they make mistakes or struggle to review their actions in order. Ask them for any "Aha's" or revelations during art class. What was their favourite part today? What was new?

FAREWELL CIRCLE

Stand in a circle and read the farewell verse twice. Then say goodbye until next week.



Brandolene holding her old artwork.

LESSON 6: FULL COLOUR PALLET (MAIN ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|---|--|----------------|---|
| <ul style="list-style-type: none"> Welcome circle Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Nourishment and practicing gratitude | 15 | Space and voice, 1 apple per child, prayer |
| <ul style="list-style-type: none"> Conversation about last week's lesson and learnings | <ul style="list-style-type: none"> Reconnecting with the past and harvesting the fruits of the past Giving children space for their voices | 5 | Space and voice |
| <ul style="list-style-type: none"> Demonstration of painting with all colours | <ul style="list-style-type: none"> Assisting children to find a start into the next step | 5 | Demonstration art work and painting workstation |
| <ul style="list-style-type: none"> Painting with all colours | <ul style="list-style-type: none"> Embracing crises Growing courage Practicing painting Practicing manifesting the new Taking responsibility for own freedom | 40 | Donated artwork, acrylic paint 1 colour per child plus black and white, paint brushes, water, easels, paint cloths, water jars; |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practicing reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice Wishes of the soul (farewell verse) |
| | | | Total time: 90 min |

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome children into the space. Have them sit down in a circle on the chairs already prepared for them. Share with them what is going to happen today in few sentences.

Say the prayer together, cut through the apples and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see a star as pretty as can be, a special star like you and me.

CONVERSATION ABOUT LAST WEEK'S LESSON AND LEARNINGS

Still seated in a circle with the children, recap what happened last week and what they have learnt. Ask them who needs more colours and who would be happy with only three colours to add. Remind them that every painting needs a crisis. It is ok to struggle. It is ok not to know.

DEMONSTRATION OF PAINTING WITH ALL COLOURS

The tables are set with workstations for the children. The artworks are displayed, and all materials for acrylic painting are set out. Explain that they will continue working on their paintings, but they will use any colour they need this week. Then, show them step by step on your demonstration artwork how to continue weaving colours into the painting.

PAINTING WITH ALL COLOURS

Make all colours available to the children. Remind them about tints and shades to help them create different variants of the colours.

Instruct the children to choose the colours they will work with. Keep a spoon in each colour pot to allow for easy access to the paint and prevent mixing the colours. Instruct the children to only use the spoon already in the pot.

Guide the children to step back after 10 to 15 minutes to observe what is happening in the painting.

Allow the class to paint for 40 minutes.

Remind the class 10 minutes before packing away time to stop.

PACK AWAY

Clean the paintbrushes make sure all the paint is removed from the bristles.

Do not flush acrylic paint down the sink as it will dry and block the drain. Instead, wipe excess paint onto an old piece of paper and discard it in a refuse bin. Then, put clean paint back into the paint jar.

Wipe the tables and sweep the floor.

REVIEW OF THE DAY

Ask the children to sit in front of their paintings. Ask them what was different in the lesson this week besides using the full-colour pallet. Inform the class that next week will be the last lesson to work on their paintings and finish them.

Ask them for any "Aha's" or revelations during art class. What was their favourite part today? What was new?

FAREWELL CIRCLE

Stand in a circle and read the farewell verse twice. Then say goodbye until next week.



Brandolene's new artwork recreated after the *Manifesting the New* process.

LESSON 7: THE NEW (MAIN ART PROJECT)

| Main Activities | Objective | Time (Minutes) | Materials needed |
|---|---|----------------|---|
| <ul style="list-style-type: none"> Welcome circle Prayer Snack time | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child Nourishment and practising gratitude | 15 | Space and voice, 1 apple per child, prayer |
| <ul style="list-style-type: none"> Conversation about last week's lesson and learnings | <ul style="list-style-type: none"> Reconnecting with the past and harvesting the fruits of the past Giving children space for their voices | 15 | Space and voice |
| <ul style="list-style-type: none"> Demonstration of painting with all colours | <ul style="list-style-type: none"> Assisting children to find a start into the next step | 5 | Demonstration art work completed and painting workstation |
| <ul style="list-style-type: none"> Painting with all colours to complete the artwork | <ul style="list-style-type: none"> Embracing crises Growing courage Practicing painting Practicing manifesting the new Taking responsibility for own freedom Completing the artwork | 40 | Donated artwork, acrylic paint 1 colour per child plus black and white, paint brushes, water, easels, paint cloths, water jars; |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practising taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Review of the day | <ul style="list-style-type: none"> Practising reflection and appreciation | 10 | Prestik, wall/whiteboard to hang up artwork |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Parting with a feeling of trust in the future | 5 | Space and voice Wishes of the soul (farewell verse) |
| | | | Total time: 90 minutes |

WELCOME CIRCLE, PRAYER, AND SNACK TIME

Welcome children into the space. Have them sit down in a circle on the chairs already prepared for them. Share with them what is going to happen today in few sentences.

Say the prayer together, cut through the apples and then allow the class to eat their apples.

Take an apple round and red, don't slice down, slice through instead, right inside it, you will see a star as pretty as can be, a special star like you and me.

CONVERSATION ABOUT LAST WEEK'S LESSON AND LEARNINGS

Still seated in a circle, recap what happened last week and what they have learned with the children. Then, ask them if they feel confident to be able to complete the painting today. And if not, support them to do so.

DEMONSTRATION OF COMPLETED PAINTING

The tables are set with workstations for the children. The artworks are displayed, and all materials for acrylic painting are set out. You have completed your sample artwork in the course of the week. Please show them your artwork and explain to them how you knew it was complete.

PAINTING WITH ALL COLOURS

Make all colours available to the children. Instruct the children to choose the colours they will work with. Keep a spoon in each colour pot to allow for easy access to the paint and prevent the stains in the pot be tainted but children not cleaning the spoons properly and mixing them. Guide the children to step back after 10 to 15 minutes to observe what is happening in the painting.

Allow the class to paint for 40 minutes.

Remind the class 10 minutes before packing away time to stop.

PACK AWAY

Clean the paintbrushes make sure all the paint is removed from the bristles.

Do not flush acrylic paint down the sink as it will dry and block the drain. Instead, wipe excess paint onto an old piece of paper and discard it in a refuse bin. Then, put clean paint back into the paint jar.

Wipe the tables and sweep the floor.

REVIEW AND REFLECTION

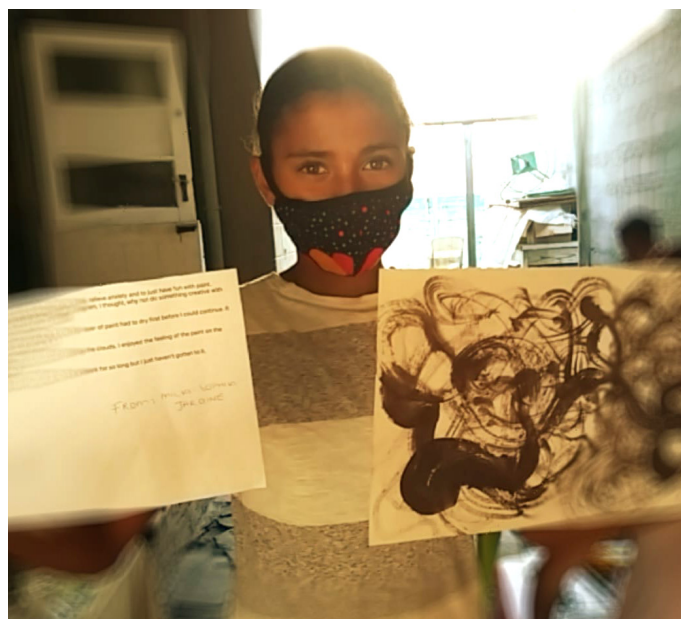
Ask the class to look at their paintings, check in with each child to find out if they feel their painting is done. Ask how they think about the painting. Allow each child two minutes to share.

Preparation for celebration

Hand out letters to children for their parents asking to send snacks for the children's celebration session next week.

FAREWELL CIRCLE

Stand in a circle and read the farewell verse twice. Then say goodbye until next week.



Altara holding her donated artwork before starting the *Manifesting the New* process where she will recreate the artwork into something new.

| Main Activities | Objective | Time (Minutes) | Materials needed |
|--|--|----------------|---|
| <ul style="list-style-type: none"> Welcome circle Prayer | <ul style="list-style-type: none"> Establishing rhythm and stability through recurring ritual Gathering the group Grounding body and soul of each child | 5 | Space and voice |
| <ul style="list-style-type: none"> Sharing some snacks Talking about their experience to review the term | <ul style="list-style-type: none"> Celebrating achievements Nourishing the body Closing their art projects Practicing review and reflection | 45 | Healthy snacks, juice, completed artworks on easels and walls |
| <ul style="list-style-type: none"> Writing a message | <ul style="list-style-type: none"> Sharing about the own process Thanking the first artist Connecting to the bigger art world | 20 | Paper and pens for each child |
| <ul style="list-style-type: none"> Pack away | <ul style="list-style-type: none"> Practicing taking responsibility and volunteer | 10 | Cleaning aids |
| <ul style="list-style-type: none"> Farewell circle | <ul style="list-style-type: none"> Honouring the space and time together Installing a feeling of safety | 10 | Space and voice Wishes of the soul (theme verse) |
| | | | Total time: 90 min |

WELCOME CIRCLE

All paintings are hung on the wall or standing on easels for the children to see. Thus, the space is prepared like for an opening of an exhibition. Welcome the children into the space, have them sit down in the circle of chairs. Collect the snacks the children brought and add to the food already set out on the tables. Give the children an overview of the session, so they know what they can expect and what the rules are.

CELEBRATION SNACK TIME

Say the prayer and allow the children to eat. While the children eat their snacks, engage them in conversation about their experience of the painting process during the past term. Allow each child to give their opinion of their experience. Have leading questions like: What was your first reaction when you receive the painting? What do you know about the first artists? How was it using only one colour at a time? What new did you learn about painting? Did you feel stuck at any point? What are your feelings towards your artwork now? Do you think it is finished, or would you need more time? What is your message to the original artist? Allow children to wander around and look at each artwork. They might want to ask questions. Discuss with them their new understanding of manifesting. How will they apply this new skill in the future?

WRITING A MESSAGE

Hand out some paper and pens and ask the children to write down their process and a message to the original artist. Something that is shared with the world or in an exhibition.

PACK UP

Clean all the plates and cups used, wipe the tables, sweep the floor, recycle any materials that need to be recycled and have the children gather in the farewell circle.

FAREWELL CIRCLE

Gather in a circle and have the children say the farewell verse, inform the children of when the new term starts and say goodbye for now. Finally, ask the children to keep themselves safe over the holidays.



Altara's new artwork recreated after the *Manifesting the New* process.

APPENDIX A: MANIFESTING A FEATHER

I wanted to manifest a feather after being inspired by the story of a man manifesting a feather from the book entitled *The Secret*. I decided that I would manifest a peacock feather because I wanted it to be unique and not just a normal, common bird feather. Peacocks are not native to Australia, hence if I manifested it then it would mean that I attracted it to myself through the law of attraction.

I also chose a peacock feather because it represents a symbol of Lord Krishna who I absolutely love and adore. I made a replica of the feather by cutting a piece of paper in the shape of a feather and colouring it in the colours of a peacock feather. I felt so passionate about it while listening to songs about Lord Krishna and feeling the touch of the feather on my face. Every day I thanked the Universe for giving me that feather and never did let any thoughts of doubt come into my head. I also wrote a note to myself saying that I found it very easily and I thanked the Universe for it. I also downloaded a wallpaper of a peacock feather from the internet and looked at it with a feeling of joy multiple times a day. I was in a high vibration the whole time.

I was not constantly looking for it on the streets and other places I went, as that would give off the feeling of the lack of it. I was totally convinced that it was already in my possession so why would I look for it? I never allowed any feeling of doubt or hopelessness to come in my mind. I visualized having it now and I felt as if I already did.

After about seven days later, I got a text from a friend. He was originally from India too and he asked me to visit him. I went to his place and felt this unique energy that was making my hair stand on end but I ignored that feeling.

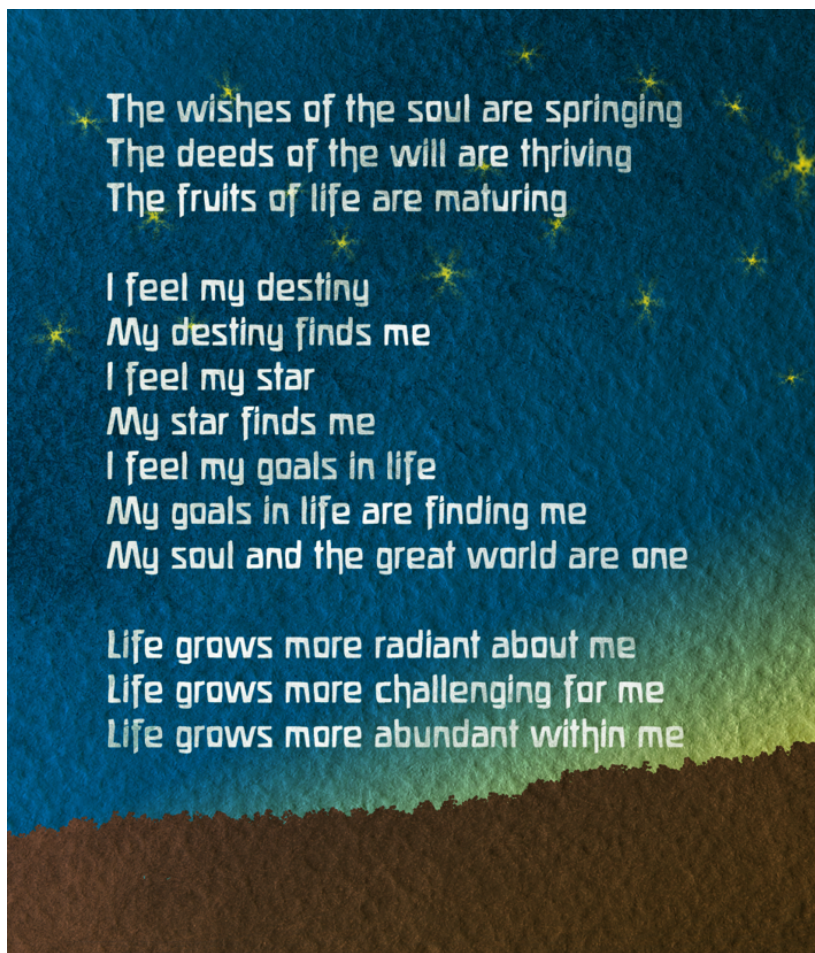
When I was about to leave his place, suddenly I saw a vase of peacock feathers in the corner of his living room! I would have never normally noticed them since I was not wearing my glasses. Call it magic or a miracle but the Universe gave me enough eyesight to see those peacock feathers that were hiding in the dark, behind the couch, in the far end corner of the living room where no one would even notice them. However, the Universe made me see them!

I jumped out of excitement and tremendous joy as soon as I saw the feathers. My friend was completely confused. He must have thought I was crazy for having that overwhelming reaction to seeing peacock feathers. I politely asked him if I could have one of the feathers. He offered me the whole bunch but I only took one.

That day changed everything for me and made me realize that if I could manifest a peacock feather in a country where there are no peacocks after just 7 days then I could do anything.

Link to story: <https://www.theseecret.tv/stories/manifested-my-feather/>

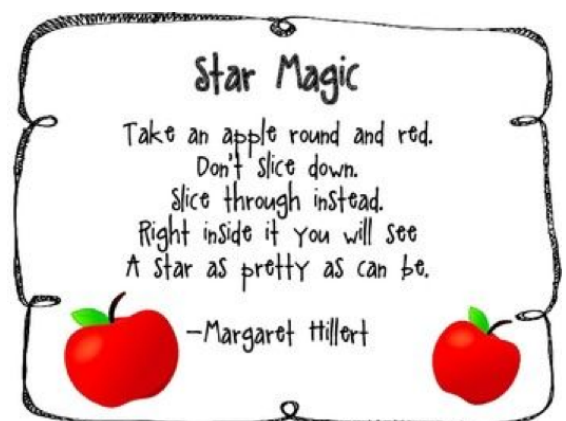
APPENDIX B: FAREWELL VERSE



The wishes of the soul are springing
The deeds of the will are thriving
The fruits of life are maturing

I feel my destiny
My destiny finds me
I feel my star
My star finds me
I feel my goals in life
My goals in life are finding me
My soul and the great world are one

Life grows more radiant about me
Life grows more challenging for me
Life grows more abundant within me



Star Magic

Take an apple round and red.
Don't slice down.
Slice through instead.
Right inside it you will see
A star as pretty as can be.

-Margaret Hillert

VERSE WRITTEN BY: RUDOLF STEINER (READ AT THE END OF EACH LESSON)