Doodle 4 Google Lesson Plan 3
The South Africa of My Dreams: Share and collaborate

In the previous two lessons, learners did all kinds of creative activities around the theme “The South Africa of My Dreams”. In this lesson, they will give and receive constructive feedback and refine their design for the Doodle 4 Google competition. The activities below will help learners to share, receive and implement feedback in a constructive way.

SA curriculum compliance

This lesson plan can be incorporated into the following subjects/lessons:
- Language: Listening and speaking
- Life Skills
- Beginning Knowledge
- Personal and Social Well-being
- Creative Arts: Visual literacy

Activity: Share your designs

Creativity is not a lonely pursuit. In fact, we are more creative when we can draw inspiration from others and use their feedback to improve our ideas and creations. When we receive feedback from others, we have to be able to explain our creative concept, our thinking process that informed our creative outputs. We can also see how others perceive our work and improve on it. This often leads us to see our own work differently and as a result, we find new ideas and inspirations.

In this activity, learners are introduced to the importance of peer review and critique as part of the creative process. They learn how to apply description, analysis, interpretation, evaluation, and suggestion in the peer review process. They then apply those strategies to review an anonymous classmate’s Doodle. Finally, they use critique from others to improve their own Doodle.

Remind learners that this year’s Doodle 4 Google competition theme is “The South Africa of My Dreams”. Ask the learners to read the competition rules and judging criteria and make sure that their entries are their own work.
Doodlethon

In this activity, learners provide anonymous, constructive feedback to peers using Google Docs. With anonymous critique, students are unaware whose artwork they are reviewing. This often allows them to provide more honest feedback as they concentrate more on the artwork than the artist.

Learners taking part in the Doodlethon will use online apps to share information and collaborate as they evaluate each other's Doodles. In the first round, learners will share their Doodles with the whole class, and obtain feedback from everyone. In the second round, learners discuss each other’s Doodles in more detail in small groups.

You Will Need:

- Access to the Internet. Although you can use this lesson plan with traditional offline tools, we encourage schools with Internet access to experiment with digital tools. In this lesson we will use Google Drive.
- Access to laptops or tablets for the whole class

Teaching guidelines

Note: this lesson plan can be divided into two lessons of 40 minutes

Preparation and sharing (15 min)

Ask learners to scan or photograph their Doodles at home, and bring them to school on a CD or flash drive.

Create a document in Google Docs titled “South Africa of my Dreams Doodles”. Give all your learners access to the document as follows:

- Click on the “Share” button in the top right corner
- Change access to “Anyone who has the link”, and “Anyone (no sign-in required) can edit”
- Click “Save”
- Copy the share link, and show it on a projector screen or write it on the board

Ask learners to visit the link and insert their Doodles into the document. Directly below the image the learner must provide a brief explanation of how their creation relates to the South Africa of their dreams.
Round 1 - Comments (25 min)

In the first round, every learner in class will review the Doodles of all the other learners. Ask learners to do the following:

- Select the image
- Click on “Insert”
- Click on “Comment”
- Using the peer review techniques described below, give constructive feedback on each Doodle
- Remind learners that they have to be able to explain their feedback to the class. If another learner has already added a comment to a Doodle, add your comment below it.

Go to drive.google.com to create a Google Doc and share it with the class for them to insert their Doodles and comment on other people’s.

Peer review techniques

Discuss with learners how to successfully review a Google Doodle through making use of description, analysis, interpretation, evaluation and suggestion.

1. **Describe** just what you see without giving an opinion but make a note of your first impression. Think about how the artist portrays the South Africa of his or her dreams. First look at the Doodle overall and then focus on details. Did the artist carefully consider colour? Are there interesting actions/movements in the Doodle or is there a central focus point?

2. **Analyse** the artwork by asking yourself questions. How is the artist trying to explain or send a message about his or her dream South Africa to viewers? What artistic techniques or media did he or she use? Did the designer use shape, form, shading, texture or technology in a specific way to create a certain mood?

3. **Interpret** your observations by taking the choices you think the artist made, and deciding what the artist's message is and how he or she is getting it across.
4. **Evaluate** the Doodle by judging it, making conclusions and weighing up other options the artist could have chosen. Focus on elements of the work which are particularly good but also look at elements that are not good and may distract or even spoil the work. Decide whether the artist effectively communicated his or her message.

5. **Suggest** improvements and concentrate on areas where relatively minor changes can make a big difference to the work. Advise the artist how to go about it. But if the basis or central theme of the Doodle is not working at all in your opinion, the artist must be told but you need to explain why you think that.

**Round 2 - Small Group knock outs (25 min)**

Divide the class into groups of six learners. Within these groups, each learner gives a short introduction to his or her Doodle, and the group discusses positive and negative aspects of the Doodle in more detail.

Here are the steps to follow in this round:

1. Each learner introduces his or her Doodle, and explains the thinking and creative process behind the Doodles.
2. One by one each learner's Doodles are evaluated by the group. Constructive criticism, comments and suggestions for improvement are added as text to the learner's shared document.
3. Remind learners to be sensitive to others. The purpose of the exercise is to assist their fellow learners in creating the best Doodle possible. Feedback should list the positive aspects and not only the negative aspects, be specific and free of emotion. The learner will then have a chance to respond to feedback. Pausing after you have made your point, sends a message to your peer that you actually do want to hear his or her response and value their opinion.
4. When receiving feedback learners must remember to separate the comment from the person (Don’t take it personally). The learner need not include all the feedback into their rework. In making the decision re what feedback to act upon the learner might want to ask the following questions.

   Is this feedback:
   - Specific?
   - Actionable?
   - Realistic in terms of time frames and resources available?

**Tinker and tweak (homework)**

Learners can apply the suggested improvements to their Doodles. Once they are satisfied with their final Doodle, scan and upload everyone’s Doodles [here](#) in order to submit them to the competition.
Take It Digital! More information about the apps in this lesson plan

- **Google for Education** is a collection of Google tools and products that make learning fun, productive and collaborative.
- **Google Drive** - this is like Word or Powerpoint but hosted on the Web. Creating a Google Doc or Slide allows you to easily collaborate and re-share. If you’re using **Google Apps for Education**, you may already be familiar with this tool. But you can also use it by logging into your **Gmail** account and clicking on **Drive**.

Additional tablet apps to use in class

- **Color and Draw** offers a variety of line art pictures to colour as well as blank canvases for free-form sketching and scribbling.
- **Magic Doodle** is an app for sketching, drawing and painting in one interface with over 40 brush and pencil effects provided. You will find layers, multi-touch features, and even video playback of your art painting.
- **Bamboo Paper** allows users to sketch whatever they want using their own handwriting on a neat digital paper notebook.
- **Sketch Guru** is a sketch tool to turn tablets into sketchbooks.

Want to take your digital activity to the next level? Join our Connected Classroom virtual field trips to iconic destinations such as the Constitutional Court and Vilakazi Street. See [www.google.co.za/doodle4google](http://www.google.co.za/doodle4google) on how to participate.