

## Section 1 The Draw and Write classroom based illuminative research strategy: 'Am I confident?'

The Draw and Write research strategy was originally devised by the late Noreen Wetton in 1979 as part of a Master's degree course option in the philosophy of language.

Draw and Write strategies provide insights into how the children themselves perceive and explain the world around them and how they feel about what they perceive.

It is an inclusive strategy. No child has to be excluded on the grounds of inability to read and write. Even if the child's drawing is nothing more than a few scribbled lines, the child, can add her/his own explanation and this can be dictated to a scribe. So Draw and Write becomes Draw and Talk. It is the telling and writing which can be analysed and from which data can be drawn.

Draw and Write is non-threatening, not only to the children, but to their families, as children do not put their name on the response sheet. The children are encouraged to write or dictate in response to a very open invitation in as much or as little detail as they wish. There is no compulsion to respond. Children are allowed to write nothing or 'I don't know.'

The importance of the strategy is the way in which the children see themselves as being consulted and their views and perceptions taken seriously and put to use.

It is suggested that teachers carry out this Draw and Write strategy with their class before the start of this programme using the instructions and response sheets on the following pages and on the CD. There will be a discussion of the findings in the first session of Section 3 training workshops for teachers and classroom assistants.



### Am I confident?

The 'Am I confident?' Draw and Write research strategy has been designed specifically for this self-esteem programme.

#### General instructions for 'Am I Confident?'

Introduce the activity by telling the children that;

- your school wants to find out how confident they all feel about coming to school and learning
- they are going to be doing some special drawing and writing work
- there are no right or wrong answers
- everything they draw or write will be useful
- they must not put their name on this paper as this work is anonymous
- only teachers will see these papers, so children can write what they feel.



There are only two rules for this work. They are:

- draw and write about how you feel – not about how you think you should feel
- don't share your work with, or talk about it to, anyone else while you are working.

Explain that you are all going to work at the same time on this work. You will ask them to start by drawing a picture and that when everyone has got started, you will ask them to stop their drawing and do some writing. When they have finished their writing they can go back and finish their picture. You will tell everyone when to stop and move on to the next box and when you do this, they must all stop what they are doing and listen to the instructions for the next part so that they don't get left behind.

Assure them that after the session you will give time for them to talk as a group about anything they would like to discuss.

### Response sheets

Duplicate the response sheets; one double-sided sheet for each child.

Give each child a response sheet; ask them to write at the top of the paper the date and the name of their class and to write B or G in the box to show whether they are boy or girl. Explain to young children that the boxes for their responses are numbered and that they should start at Box 1.

With young children you may like to do this research activity on two separate occasions. It is not necessary for the children to write both parts on the same paper; if you do this, you will need to repeat the instructions carefully for the second part and ensure that children complete the date, year group and gender boxes on their second response sheet.

Demonstrate where to start by showing young children Box 1.

### The 'Am I confident?' Draw and Write research strategy

#### Box 1

Draw yourself at school on a day when you feel good about being here.

#### Box 2

Write what makes you feel good about being at school.

#### Box 3

Draw yourself at school on a day when you feel not so good about being here.

#### Box 4

1. Write what makes you feel not so good about being here.
2. Who can help?

#### Box 5

Draw pictures of some of the places where you feel safe and happy here at school.

#### Box 6

Write why you feel safe and happy in these places.

Box 7

Draw pictures of any places where you do not feel safe and happy here at school.

Box 8

1. Write the names of these places and write why you don't feel happy and safe there.
2. Who can help?

Ask the children to place their paper, the right way round, in a pile for girls and a pile for boys.

Allow time for discussion

**Analysis or data collection**

In order to compare the 'before' and 'after' responses, you may like to read through them and note any of interest and any that cause concern. Alternatively you may like to use the data collection sheet to collect the data which will make later comparisons easier.

Class name..... Age..... B or G

Box 1	Box 2
Box 3	Box 4 1.  2.

Class name..... Age..... B or G

Box 5	Box 6
Box 7	Box 8 1.  2.



### **What have you discovered?**

The data generated by the children will give you, as the class teacher, some idea as to how your children feel about coming to school.

The data will inform you of:

- how many children drew smiling faces that show they feel confident
- how many made positive statements about coming to school
- what about your classroom or school makes children feel confident learners
- how many children drew sad faces
- whether they had negative feelings or don't feel confident about school
- people who can help them when things are not going well
- places where they feel comfortable and safe
- people with whom they feel confident and safe
- places where they feel uncomfortable or unsafe
- why they feel like this
- people they trust to help them if they have problems.

Read through the children's response sheets. This will give a clear picture of how confident children are in your class and school and point to whether they have high or low self-esteem. You may like to write some of the children's comments in speech bubbles to make a wall display about the children's positive feelings about being in your class and coming to your school.

If you wish to collect data on the data collection sheet, separate boys' and girls' response sheets so that you can note any interesting variations between the genders. It will be necessary to give each child's response sheet a code number. Write the code number on the sheet and put the figure 1 in each column where the child has made a response. Totalling up these figures will give an overall picture of the class response as a whole and whether there are any gender variations. You could print off the data collection sheet, or use the one on the CD and complete it on a computer.

If every class in the school takes part in this research and collects numerical data it will give a clear picture right across the school and provide a basis for discussion about where there are problem areas which need to be addressed. This discussion will form part of the first teachers' workshop.

### **Evaluation**

After the teachers' sessions and the first five topics you can repeat the 'Am I confident?' research strategy. Collect the children's responses and compare these with those obtained before the self-esteem work. If you collect numerical data you can easily compare the figures within each class and with the school as a whole. If you prefer not to collect numerical data, reading through the children's responses should help you to evaluate the success of your work on self-esteem with the children.