



ACTIVITY: 'SIGHT UNSEEN'

TIME: 15+ minutes
SIZE: Pairs
SPACE: Room for pairs to work
RESOURCES: Drawing pens, drawing paper, blindfolds (optional)

The aim is to give students a goal that is difficult to achieve and relies on trust, clear thinking strategies, and emotion regulation.

The result should be helpful discussion about what elements in life we can and cannot control, and about choices and consequences.

1. Break the class into pairs. Pairs will consist of one 'artist' and one 'guide'.
2. Each artist is given a piece of blank paper. Have them write their own and their guide's name in the corner, then flip the paper over so they have a blank page for drawing on.
3. Call all the guides over so they are out of earshot of the artists. Give the guides a subject for drawing (e.g. Sydney Opera House, a letterbox with the number 20 on it, a kangaroo – it's up to you). They are NOT allowed to tell their artists! Send the guides back to their respective artists.
4. Either blindfold artists or instruct them to close their eyes.
5. The pairs now have five minutes to draw the subject you've instructed – the guides (without using the name of the subject or giving any hints!) must verbally instruct the artist on the pen strokes.
6. When five minutes are up, with artists' eyes still closed, have guides hand over all drawings to you. Allow artists to open their eyes. Show the finished artworks one-by-one, ensuring good-natured applause keeps spirits high.
7. If time permits, do the activity again with partners swapping roles.



DISCUSSION SUGGESTIONS

- What was the hardest part of the activity? What was the easiest? Did guides feel in control? Did artists feel in control, or that they were in good hands? Why/why not?
- How did you feel during/about your performance of the activity (e.g. amusement, frustration, anxiety, confidence)? What thoughts did you have that led to these feelings (e.g. 'I can do this!', 'I can't do this', 'I trust my partner', or 'We're screwing this up!')? Were those thoughts helpful?
- Reflect that this is like the A-B-C-D Model and everyone was responding to the same event (i.e. had the same goal) and very similar challenges, but different people thought and felt about the event in different ways.
- How is this activity similar to real life situations? Would your reactions during this activity serve you well in those real life situations? Why/why not?
- Who acts as your guide in real life? Who do you guide? What does this do for your Sense of Control?