



My Line

of the Day



Purpose:

This line drawing activity encourages self-reflection and representation. It is an invitation for children/young people to communicate the ups and downs of their day in seconds, without using words. This activity requires minimal set up and equipment.



Who might use this activity:

'My Line of the Day' is useful for children aged approximately 5 years and older, who have some capacity for self-reflection and can grasp the concept of change over time.



What you will need:

Paper and a drawing implement/s



When you might introduce this activity:

For professionals working with children/young people this activity may be a useful initial connection point. It can be a gentle way for children/young people to share about how they are traveling in relation to their earlier experiences of the day. For example, should a child draw a wildly jagged up and down day-line, this might suggest that the child could use some quiet time now, and may not be ready to talk just yet. Check in with the child around this to work out what the child might need right now.



What you might say and do:

1. Invite the child/young person into this activity by orienting them to the piece of paper and drawing implement/s you have provided in front of them.
2. Suggest, "if you were to draw your day today in one continuous line on this page, how might you draw it?"
3. If the child/young person needs clarification you might like to give an example of this by drawing your line of yesterday (without necessarily disclosing the events of the day) or by together constructing a line of the day for a character in a movie or T.V. show you both know – like Elsa's day in Frozen 2, or an Avengers day in Endgame.
4. A child/young person might like to draw or colour around their line to represent feelings, or events within the day. They might like to vary the colour of their line, or write words at intervals along the line?
5. Offer the child/young person the opportunity to share about their line. If they are not keen on sharing that is ok. Engaging in this process in a way that is comfortable for the child/young person is the most important part.
6. You might like to reflect with the child/young person about meanings attached to their line. I wonder how they feel about their line? Would they like it to be different in parts or not? Is there such thing as an ideal line of the day?

7. One reflection you might consider sharing with a child/young person who has experienced trauma is that their line goes on- whatever the shape of their line in the past, they survived it, and their line continues on, with possibility.



Things to enquire about and/or make observations about:

- The shape of the line- the magnitude and frequency of the ups and downs, are there any plateaus, or curly bits, or jagged parts?
- The quality of the line- is it thickly drawn or lightly sketched, or dotted, or multi-coloured?
- The accompaniments drawn around the line



Activity Extension:

Daily Lines - This quick and easy drawing task could become a daily point of reflection that anyone could take on. Instead of a journal involving words, anyone could use a notebook and sketch a line a day, or a line a week to build self-reflection skills and tune into the flow of life.

If you had to draw your day with one continuous line, how would you draw it?

Morning

Noon

Night