

# Our fruits



## OBJECTIVES:

- Recognise the history of our school community
- Identify the different components of our educational action
- Identify which values we want to transmit
- Assess the present stage/maturity of our objectives
- Choose and prioritise objectives and actions to be carried out



## AXES:

**Pursuit of a common future/ goals**



## STEP BY STEP OF THE ACTIVITY

### »» Introduction to the activity:

The group will work on the Zoom/Meet/Jitsi platform via breakout rooms- Each group will be supported by a facilitator Images will be shared on Canva or another online design platform so that each group can draw and paint. One person from each group should be in charge of drawing and painting.

### »» 1st part of the activity:

Invite the participants to respond to the statement: “*I would not be the educator I am if...*”. The facilitator can start as an example to make the participants feel more comfortable and motivated. (e.g.: *I would not be the educator I am if I hadn't worked with disabled children when I was studying*”).

Once everyone has shared, present the activity and its objectives.

### »» 2nd part of the activity

Show the group a drawing of a tree on the screen. The tree will represent:

- Roots: the origins of the school, when and why it was created.
- Trunk: values that we want to transmit
- Branches: who participates in this community/school
- Fruits: what we want as a result(s)

### »» 3rd part of the activity

Ask each participant to individually complete the tree (either draw the image or print it). Divide participants into small breakout rooms so that they can create a new tree integrating each person's contributions. One person per group will act as secretary and will collect the contributions to present them to the whole group.

At this point, the objectives will be evaluated by colouring the fruits:

**red:** ripe, achieved

**yellow:** ripening, in progress

**green:** unripe, objective not achieved

It is important to reach a consensus, so that the objectives and their assessment are the result of taking into account everyone's perspective. For instance, if there is a person who paints an apple in yellow even though the rest have painted it red, it will be painted both yellow and red. This means that work still needs to be done towards that objective.

### »» Closing of the activity:

Bring all participants back to the main room. The work of the different groups will be reflected in a final tree with the most important contributions of each group. They will reflect together to think of how to address the pending objectives.

Finally, invite each person to say what they can do to move towards the shared objectives. To encourage visualisation,

a sun can be added to the common tree, in which each ray will represent the individual contribution that each person commits to making in order to achieve the community objectives. To conclude, the group is asked what they thought of the activity and whether they think this drawing gives them an overview of the progress and challenges of their school.

## »» Conclusion:

In order to carry out an educational program it is important to socialize what we want, where we are and where we want to go, so that each person feels involved in the project and also feels that his/her contribution is necessary to achieve it.



### METHODOLOGY:

**Popular Education, Art Therapy**

### PREPARATION:

Prepare a picture of a tree pointing out its parts and meanings (to send to each participant).

Have more trees prepared in Canva for groups (one for each group) and one for the common tree, for closing of the activity.

Ask participants to have coloured pencils, especially red, yellow and green, and to print or draw the tree they receive before the activity.



### TIPS FOR THE PERSON DOING IT:

Familiarise yourself with the programmes to be used during the training in order to be able to convey them clearly.

It is important to be able to send the attachments (the tree) at least one day before the training so that participants have them printed out and can work on them on paper and have pencils available. If, due to technical problems, the community whiteboard/Canva does not work, one person in the group will take notes and will be in charge of filling in the final tree.

Once the activity is over, the final group tree can be shared by email with the participants to serve as a memory aid and a visualisation of the common project that encompasses both the community identity, the group diagnosis and the future projection.



### Digital tools involved:

Online meetings platform, Canva, computers or phones with video cameras, sound and microphones.

### Platform used:

Zoom/Meet/Jitsi



### DURATION:

**2h**



### THEORETICAL FRAMEWORK

It is important in facing a common challenge to recognise the path we have walked together, our common goals, and understand the challenges we face. This increases motivation and personal involvement. It also makes it possible to set realistic goals that avoid unnecessary frustration.

Doing this through a metaphor (tree) allows us to order and visualise our common challenges and to prioritise our common interests. This reduces stress, because we are also working as a team.

Jean-Pierre Klein Art Therapy: An Introduction (2009)

John Paul Lederach, Entanglements, Quarrels and Problems: A Practical Guide to Help Resolve Conflict, (1992).

### ANNEX

[Tree.jpg](#)