

Erasmus+ Cultural connections : Enhancing EU heritage, Social Inclusion and Digital Literacy through our Pupils' hearts
Scientific and Creative Thinking Workshop
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ACTIVITY 3.6

Creative Drawing: “Geometric Stories”

Creative visual techniques, active participant engagement, three-group model

Subject

Mathematics / Integrated Arts / Inclusive Education

Topic

Using geometric shapes to create visual stories

Grade Level

Primary / Lower Secondary
(adaptable for mixed-ability and SUP learners)

Duration

20 minutes
(can be extended to 30 minutes if needed)

Activity Objective

By the end of the activity, students will:

1. Use **geometric shapes** to create a short visual story
2. Develop **creative thinking and imagination**
3. Collaborate in groups and communicate ideas visually
4. Connect **abstract geometric forms** with emotions, actions, and social situations

Learning Outcomes Students will be able to:

1. Identify and use basic geometric shapes (triangle, square, circle, rectangle, rhombus)

2. Represent emotions, movement, and problem-solving through visuals
3. Work cooperatively in small groups
4. Explain their ideas using simple language, visuals, or symbols

Inclusive / SUP Adaptations

- Larger geometric shapes
- High-contrast colors
- Choice of materials and shapes
- Pair or small-group support
- Use of pictograms instead of written text
- Drawing with broad movements or templates

Materials Needed

A4 or A3 paper; Pre-cut geometric shapes (various sizes and colors): triangles, squares, circles, rectangles, rhombi; Colored pencils, markers, stickers; Optional: stencils, templates

1. Introduction & Preparation (2 minutes)

Teacher actions:

Distribute paper and materials on tables.
Ensure SUP learners have access to adapted materials.

Teacher instruction (spoken):

“Today we will create a short story using geometric shapes as characters. Shapes will help us show ideas, feelings, and actions without using many words.”

2. Imagination Activation – 2 minutes

The teacher leads a short imagery activation exercise: “Close your eyes for 10 seconds and imagine a triangle that has a special ability: it can move. How does it move? What does it see along the way? Now imagine a circle that is searching for something very important...”

Objective: To stimulate imagination before starting the physical creative work.

3. Group Formation – 30 seconds

Participants are divided into **3 groups**. Groups should be mixed by ability and language level.

Group 1 – Emotional Story

(Shapes express emotions)

Group 2 – Adventure Story

(Shapes travel and face challenges)

Group 3 – Social Story

(Shapes solve a problem, e.g. friendship or communication)

4. Main Activity: “Geometric Story” – 10 min

Each group follows the **same creative story-building algorithm**.

Step 1: Choosing Shapes (1 minute) Each group member selects 2–3 geometric shapes (different colors and sizes).

SEN integration: The teacher may assist with selection, offer larger shapes, or allow students to work in pairs.

Step 2: Creating Characters (2 minutes) Each shape becomes a character. The group answers three questions on paper:

1. Who is our character? (e.g. “A small yellow triangle – shy but fast.”)
2. What emotion does it feel most often?
3. What can it do? (e.g. change size, fly, hide among other shapes)

Step 3: Creating the Story Space (2 minutes)

The group draws a minimal “world” in which the shapes will act: lines, a road, a mountain, a river, a city, a labyrinth, a classroom, space, etc.

SEN note: Stencils or templates may be used; drawing with large, broad movements is allowed.

Step 4: Creating the Action (3 minutes) The group creates a short four-step story:

1. **Beginning:** the characters meet or a problem arises.
2. **Event:** something unexpected happens (e.g. the circle loses its color).
3. **Obstacle:** the characters face a challenge (e.g. the triangle cannot climb a steep mountain).
4. **Solution:** the characters find a solution together.

Each step is shown by:

- A. positioning the shapes on the paper,
- B. adding minimal lines to indicate action.

Step 5: Mini-Plot Visualization (2 minutes) The group finalizes the story sketch:

- Moves the shapes into the final composition.

- Adds 3–4 short sentences (or pictograms for SUP learners).
- Uses color to highlight meaning:
 - **Red** – obstacle
 - **Blue** – movement
 - **Green** – solution

5. Group Discussion and Story Presentation – 4 minutes

Each of the three groups has **up to 1 minute** to present their geometric story.

Focus Points for Each Group

Group 1 – Emotional Story

- How did the shapes show emotions?
- How did colors or sizes help?

Group 2 – Adventure Story

- What was the main adventure?
- How did the shapes move through their world?

Group 3 – Social Story

- What social problem was addressed?
- How did the shapes cooperate?

6. Reflection & Closing (2 minutes)

Teacher asks:

1. How did shapes help you tell a story?
2. How could this activity help different learners?
3. Where could we use this idea in other lessons?

Assessment (Formative) Assessment focuses on:

- Participation and engagement
 - Ability to express ideas visually
- Collaboration within the group
 - No grades are required; feedback is descriptive.

Possible Extensions

1. Write a short text based on the geometric story
2. Act out the story using movement
3. Connect shapes to mathematical properties (sides, angles)

Possible Extensions – Example Answers

1. Write a Short Text Based on the Geometric Story

Example Geometric Story (Context)

- Characters: a blue triangle, a red square, a green circle
- Problem: the triangle cannot cross a mountain
- Solution: the shapes work together

Example Student Text (Simple Level)

“The blue triangle was very fast but felt scared. It wanted to cross the mountain but the mountain was too steep. The red square stood next to the triangle and helped it feel safe. The green circle rolled around the mountain and showed a new way. Together, the shapes solved the problem and were happy.”

Example Student Text (Slightly More Advanced)

“The small blue triangle wanted to explore the world, but a tall mountain blocked the way. The square tried to push the triangle forward, but it did not work. Then the circle rolled quickly and found a path around the mountain. By working together, the shapes reached the other side.”

2. Connect Shapes to Mathematical Properties (Sides, Angles)

Students explain mathematical features of the shapes used in their story.

Example 1: Triangle

“The triangle has **three sides** and **three corners**.
It has **three angles**.
The triangle looks sharp, so we made it fast in the story.”

Example 2: Square

“The square has **four equal sides**.
All angles are **right angles**.
The square is strong and stable, so it helped the other shapes.”

Example 3: Circle

“The circle has **no corners** and **one curved side**.
It can roll easily.
That is why the circle could move around the mountain.”

Combined Group Answer (Expected Outcome)

“We used a triangle, a square, and a circle.
The triangle has 3 sides and 3 angles.
The square has 4 equal sides and 4 right angles.
The circle has no angles and can roll.
The properties of the shapes helped us decide what they could do in the story.”

1. How did visual techniques help create a story based on shapes rather than words?

Suggested answers:

1. Visual techniques allowed shapes to **act like characters**, even though they are abstract.
2. Colors helped show **emotions and meaning** (e.g., red for problems, green for solutions).
3. Movement and placement of shapes showed **actions and events** without needing long explanations.
4. Drawing simple environments (paths, mountains, spaces) helped create a **clear story setting**.
5. Visuals made it easier to understand the story **at a glance**, even without reading text.
6. Using images encouraged imagination and made the story **personal and creative**.

2. How could this activity support learners with different abilities, including SEN students?

Suggested answers:

1. Students could express ideas **without relying on written language**, which helps learners with language or literacy difficulties.
2. Large shapes and strong color contrast made the activity more **accessible visually**.
3. Working with physical shapes supported **hands-on and kinesthetic learners**.
4. Group work allowed students to **support each other** and share strengths.
5. Pictograms and symbols made it easier for SEN students to participate fully.
6. The activity allowed **choice and flexibility**, reducing pressure and anxiety.
7. Students could work at their own pace and contribute in different ways.