I Want to Participate In...

Art Lessons

Name: _______________________________   Age: ________________

My goal(s) for art lessons

I would like to:

☐ learn more about art
☐ learn to talk about art
☐ learn a variety of, or a specific art technique(s) (please note:__________________________)
☐ make some new friends
☐ feel more confident
☐ learn to reflect on my own work and the work of others in a constructive way
☐ have fun in a social setting
☐ learn to be comfortable facing a new challenge/learning a new skill
☐ ___________________________________________________________
☐ ___________________________________________________________

What I already know about art: ___________________________________________
_______________________________________________________________________

On a scale from 1 to 10, I would rate my comfort level with art lessons as:

1 2 3 4 5 6 7 8 9 10
Not at all comfortable Somewhat Comfortable Extremely Comfortable

Things that may make it challenging for me to participate in art lessons:

☐ focusing on art activities
☐ sharing materials with others
☐ frustration when working with certain materials (e.g., paint, scissors)
☐ leaving my parent/caregiver to join in the lesson
☐ listening to instructions
☐ following instructions
☐ working at a common pace with other students
☐ getting hands dirty
☐ ___________________________________________________________
I Want to Participate In...

Art Lessons

You can help me to participate successfully in art lessons by thinking about:

The way you interact with me:

☐ giving me short, simple, step-by-step instructions
☐ giving me more time to understand you
☐ using pictures to show me what you would like me to do
☐ showing me how to do the activity while using words to describe it
☐ praising me when I make progress
☐ giving me with hand-over-hand assistance
☐ giving me clear and specific feedback about my performance (e.g., ‘raise your hands higher above your head’ instead of “raise your hands”)
☐

The activity:

☐ breaking down skills into smaller steps and teaching me one step at a time
☐ giving me frequent breaks
☐ changing the structure of the activity
☐ shortening the length of the activity
☐ relaxing the rules (if this is possible)
☐ modifying or adapting the equipment
☐

The environment:

☐ providing a support person to assist me
☐ giving me more room to move around
☐ providing a quiet corner for me to calm down if things get overwhelming
☐ changing the setting where the activity happens
☐ pairing me up with another peer in the class
☐ placing me in a smaller class
☐ asking me about where the best place is for me to sit so that I can see and hear well
☐

A Resource from CanChild’s Participation Knowledge Hub