## I Want to Participate In...

## Art Lessons

Name	<b>.</b>	Age:							
My go	al(s) for a	rt lessor	<u>1S</u>						
I woul	d like to:								
	learn mo	re abou	t art						
	learn to t	alk abou	ut 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								
On a s	cale from	1 to 10,	I would ra	ate my comi	fort leve	l with aı	t lessons	as:	
1	2	3	4	5	6	7	8	9	10
Not at all omfortabl	e			Somewhat Comfortable					Extremely Comfortable
Things	s that may	make it	challengi	ing for me to	o partici	pate in a	art lessor	ıs:	
_									
	focusing	on art a	ctivities						
	O		ctivities s with oth	ers					
	sharing n	naterial	s with oth	ers with certair	n materi	als (e.g.,	paint, sc	issors)	
	sharing n	naterial on when	s with oth working				paint, sc	issors)	
	sharing n	naterials on when ny parer	s with oth working nt/caregiv	with certain			paint, sc	issors)	
	sharing n frustration leaving m	naterial: on when ny parer to instr	s with oth working nt/caregiv uctions	with certain			paint, sc	issors)	
	sharing n frustration leaving m listening following	naterials on when ny parer to instruct	s with oth working nt/caregiv uctions ctions	with certain	the less	son	paint, sc	issors)	
	sharing n frustration leaving m listening following	naterials on when ny parer to instruct instruct at a com	s with oth working at/caregivuctions atmon pace	with certain er to join in	the less	son	paint, sc	issors)	





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## 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 https://www.canchild.ca/en/research-in-practice/participation-knowledge-hub



