

# Lesson Guide Overview

Feel free to use or modify this abbreviated guide for your classroom. **We have a more in-depth lesson guide and instructional videos available on our educator tab at [doodle4google.com](https://doodle4google.com).** This year's Lesson Guides align with the National Arts Anchor Standards 1-11.

## Lesson 1: Create *30 minutes*

Discuss the theme, brainstorm ideas, choose materials, and create Doodles.

## Lesson 2: Collaborate *30 minutes*

Write descriptions and share with classmates to reflect on their work.

## Lesson 3: Celebrate *30 minutes*

Connect and celebrate artistic creations with the broader world.

## Lesson 1: Create

Discuss the theme: "I am strong because...", brainstorm ideas, and create doodles. Remember to share the entry form with students and read the FAQs before starting the lesson.

### Standards:

This lesson aligns with the **Creating** National Arts Anchor Standards (1–3).

### Steps:

#### Introduce Google Doodles and Doodle for Google *5 mins*

1. Explore what a Google Doodle is. (Information and examples here: [g.co/doodleforgoogle/about](https://g.co/doodleforgoogle/about))
2. Introduce the Doodle for Google contest. (Instructions here: [g.co/doodleforgoogle/how](https://g.co/doodleforgoogle/how))

#### Brainstorm Ideas *10 mins*

1. Discuss the annual theme.
  - Ask: "What ideas does this theme prompt?" or "What does this theme make you think of?"
2. Talk about different media or materials students could use for their Doodle.
3. Prompt students to conceptualize and organize ideas for Doodles that reflect the theme.
  - Use the brainstorming activities in the "Additional Resources" section, if you'd like.

#### Start Doodling *30–40 mins*

1. Tell students to create their Doodles with their chosen materials.
2. Remind students that their artistic work should be well-executed, creative, and related to the theme.

#### Wrap Up *5 mins*

1. Have students refine and complete their artistic Doodles.
2. Remind students to get their entry forms signed by a parent or guardian so they can enter the contest.

### Tips:

#### Extend this lesson by:

- Using one full class period to practice good, organized brainstorming habits.
- Dedicating multiple class periods to creating and refining the Doodle.

#### Condense this lesson by:

- Letting students complete their Doodles outside of class.



## Lesson 2: Collaborate

Students write descriptions of their Doodles and share with classmates to reflect on their work.

### Standards:

This lesson aligns with the **Performing/Presenting/Producing** (4-6) and the **Responding** (7-9) National Arts Anchor Standards.

### Steps:

#### Write an Artist's Statement 15–20 mins

1. Have students think about their artistic work and how it conveys meaning.
  - Ask the following questions
    - What were you thinking while making your Doodle?
    - Why did you choose to include the objects and other elements in your Doodle?
    - How did those things help explain this year's theme? How does your Doodle show what the theme means to you?
2. Students should write or type an artist's statement.
  - An artist's statement is a short description of a work of art that explains what the art shows or represents.
  - As they write their artist's statement, encourage students to use their responses to the questions as a way to analyze and interpret their own artistic work as it relates to the theme.
  - Remind students to limit their artist's statements to 50 words or less.

#### Present and Reflect 20–30 mins

1. Have students present their work to the class or with a partner or group without discussing their own intent behind their Doodle.
  - To find intent and meaning in each piece, students should ask themselves the following questions:
    - What do you think of when you look at this piece?
    - How does this Doodle make you feel?
    - Do you relate to this Doodle? Can you see how it connects to the theme?
    - What do you think is the most interesting thing about this Doodle?"

#### Wrap Up 5 mins

1. Have students reflect on how they evaluated the work of their peers.
2. Submit student work to the contest by following these guidelines:  
[g.co/doodleforgoogle/how](https://www.google.com/doodleforgoogle/how)

### Tips:

#### Extend this lesson by:

- Dedicating a full class period to peer analysis and evaluation.
- Using analysis to give feedback that students can use to improve their work.

#### Condense this lesson by:

- Asking students to write their artist's statements outside of class.



## Lesson 3: Celebrate

Students contextualize, connect, and celebrate their Doodles with the broader world.

### Standards:

This lesson aligns with the **Connecting** National Arts Anchor Standards (10 - 11).

### Steps:

#### Connect and Contextualize 35–45 mins

1. In small groups or as a class, have students relate their Doodle to personal experiences, as well as broader societal, cultural, and historical ideas.
  - Ask the following questions:
    - What might authors, historical figures, or others you have learned about have responded to this year's theme?
    - How might your Doodle have been different had you created it with another material, or in another style you have seen?
    - How does your Doodle relate to your personal experience?
2. Based on the broader connections students make, prompt them to think about how they could use their art to communicate with the community.
  - Ask the following question:
    - Who would you want to share your work with? Why? How?

#### Wrap Up 5–10 mins

1. Debrief and reflect as a class on the assignment.
  - Ask the following questions:
    - What did you like/dislike about this project?
    - What do you wish that there were more/less of in this project?
    - How can you use what you learned in this lesson in other parts of your life?

### Tips:

#### Extend this lesson by:

- Dedicating a full class period to thinking of ways to share the project with the community, then actively organizing a showcase.

#### Condense this lesson by:

- Focusing on relating artistic ideas to societal, cultural, and historical context rather than incorporating the community activation.



# Additional Resources

Further your lessons using these ideas for brainstorming and for extending what was taught and created into other parts of students' lives.

## Brainstorming Activities:

- **Musical artist:** Have students listen to an instrumental piece of music with headphones on (or facilitate the activity for your whole class). As students listen, encourage them to let the music guide the colors, feelings, thoughts, and shapes that the music inspires in them to use in their artwork.
  - Song ideas: [g.co/doodleforgoogle/classroom](https://www.google.com/doodles/classroom)
- **Strength mindset:** Have students draw the word “strong” in block letters (for younger students, print out and distribute the letters s-t-r-o-n-g) and ask that they draw or fill in the letters with the words and images that come to mind when they think about the concept of “inner strength.” Students can decorate, embellish or build on each letter as they illustrate what inner strength means to them.

## Beyond the Contest:

- **Use Doodles around school.** Instead of numbering computers in a computer lab, use student Doodles instead! Turn each Doodle into a label for a computer. Or, use each Doodle as a student name tag for a cubby, desk, locker, or other area.
- **Plan a community showcase.** Set up a gallery walk at school or create an event with local community organizations like the library or a local farmer’s market to share student Doodles.
- **Expand on the creation process.** Older students can create a VLOG that explains the reasons behind their Doodles. Have students think about and explain what inspired their interpretation of the Doodle theme as well as the artistic approaches they decided to take.

