

Title	How to draw your life-tree				
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EPICC Standard Competency	General Teaching & Learning	1 Intrapersonal Spirituality	2 Interpersonal Spirituality	3 Spiritual Care: Assessment and Planning	4 Spiritual Care: Intervention and Evaluation
Teaching Group	Nursing, midwifery.				
Year of Teaching	Year 1 (works well), but can be used in all years.				
Learning Objectives	<ul style="list-style-type: none"> • To discover more deeply who you are. • To reflect on what and who have contributed to shaping your development as a person. 				
Strategy Description	<ul style="list-style-type: none"> • Prepare the group to open-up for a creative session of 15-20 minutes. • Invite students to engage in the activity: drawing their life as a tree. This is not about being clever to draw, but about being willing to investigate what we can discover by using creative means of drawing our life as a symbol and to use colours. • Invite students to flow with the assignment rather than think too much. • Instructions/invitation when students are ready to draw: <ul style="list-style-type: none"> ○ Draw your roots. Where is your life-tree rooted? How do they look like? ○ A tree has a trunk and branches: How is that in your tree? ○ Does your tree have any fruits? What does they look like? • Focus on your inner work and dialogue when you draw. • When the group comes to an end with drawing, look around to see how the process is going. The teacher will also feel the change in the groups as they come towards a closure of drawing. • Instructions/invitation when students have finished drawing: <ul style="list-style-type: none"> ○ Look at your drawing: Who has been important/influenced your life so it turned out as it did? ○ What has happened and how has it influenced you for better or worse? • To speak about the drawing, the inner dialogue and reflection afterwards can open-up for even deeper understanding of who you are and what processes you are a part of. Share with the student next to you (2 & 2) what you drew and what this means to you. You only share as much as you want to share with others. 				
Educator's Role	<ul style="list-style-type: none"> • To prepare the room and equipment. • Prepare students for the assignment. • Lead in the process by inviting students to think about roots, trunk, branches and fruits. • To facilitate that students focus on their own process during drawing and self-reflection. • To encourage students to share discoveries and processes in this assignment. 				
Resources	<ul style="list-style-type: none"> • A room (classroom or auditorium) with tables and some space for students. • White sheet of (A4 or A3 – depending on table space) paper. • Crayons. 				
Learner Assessment	<ul style="list-style-type: none"> • Student participation in the process. 				

Additional Comments	
References	