Draw, Animate, Explain

A Champions of Learning adaptation inspired by Tricia Fuglestad's transdigital art. Suggested classroom adaptation. Tricia has transitioned from classroom teaching and continues creating through Fuglefun.

The learning goal

Create an original character that communicates a feeling or idea; explain one design choice and revise after feedback. **Suggested:** grades 2-5, visual arts and storytelling. Use fictional feelings rather than requiring personal disclosure.

Estimated time: two 35-minute sessions; 15-20 minutes preparation. **Estimated cost:** no added cost with existing supplies and approved devices; printing, books and optional apps may cost extra.

Prepare the materials

Gather paper, pencils and coloring tools. Optional: a shared tablet with a school-approved animation tool. Make a three-frame storyboard and test one example. For optional AR, use a supported activity from Fuglefun and test its required app first; an arbitrary drawing will not automatically become AR.

Try it in four steps

1. Draw and decide (15 min). Design an original robot or other character. Choose an expression, pose or color that communicates an idea. Keep a first version.

2. Plan a change (15 min). Draw three frames showing a small change. Decide what movement adds to the meaning. A paper flip sequence is a complete low-tech option.

3. Make and share (25 min). Animate using an approved tool, or arrange paper frames in sequence. Partners describe what they notice; creators explain their intention. Optional AR is an extension, not a requirement.

4. Revise and reflect (15 min). Change one detail after feedback. Compare versions and explain what is clearer. Ask: What did movement add? What did the paper version already communicate?

Support access and notice learning

Offer larger drawing spaces, tactile materials, high contrast, pre-cut shapes and partner roles. Accept pointing, AAC, captions, dictation or written explanations. Do not require speech or color alone to carry meaning. Assess the intended idea, purposeful choices and revision, not drawing polish or device skill.

Variations: younger learners sequence two images; older learners compare two animation choices. **Privacy:** share within class by default, avoid faces/names in uploads and check app permissions. Obtain required consent before public sharing.

Three prompts for your planning

Optional AI support for educators. Use school-approved tools and anonymous information only. These editorial prompts are separate from Tricia's contributed AI animation activity.

1 Plan and adapt

Plan two [minutes]-minute lessons for [grade/subject] inspired by physical-to-digital artmaking. Goal: communicate [idea] through an original character, explain a design choice and revise. Available materials: [materials/devices]. Access needs: [supports]. Include a paper-only equivalent, partner feedback and assessment evidence. Treat AR as optional and require a verified supported resource. Do not invent app features.

Educator check: Check timing, curriculum fit, accessibility and app approval.

2 Create useful materials

Create a three-frame storyboard template, a short student checklist and partner-feedback questions for [grade]. Students will show [idea] through expression, pose or movement. Offer text-free and large-print variants plus AAC-compatible response choices. Use original characters or Tricia's provided drawing directions. Do not ask children to disclose personal feelings.

Educator check: Review clarity, reading demand, character rights and suitability.

3 Reflect and improve

Review these anonymous observations: [class-level patterns in drawings, explanations, feedback and revisions]. Our goal was [goal]. Identify what the evidence shows and what remains uncertain. Suggest two changes for the next lesson and one way to check them. Do not infer diagnoses, traits or causal gains.

Educator check: Compare suggestions with actual work; keep student data private.

Try Tricia’s own activity: Make it Move it | Read Peter O’Meter, follow her drawing guide, then photograph the drawing for AI animation with DoodleMate. Review school policy, permissions and tool terms before uploading; a paper sequence remains an alternative.

Video of directions | PDF of directions | Peter O’Meter resources

Credits: Tricia Fuglestad supplied the linked video and PDF. **Research:** Duret (2026) studies adolescent arts and identity, not this activity or AR effectiveness.