

THE DRAWING FIX

Teacher How-To

THIS IS NOT ABOUT MAKING BEAUTIFUL ART.

The drawing is the vehicle. The procedure is the lesson.

What students are actually practising

LOOK	Notice one new visual step.
WAIT	Keep the pencil still and resist acting too soon.
REMEMBER	Hold a simple picture in working memory.
DRAW	Follow one direction and do only that part.
CHECK	Compare without panicking or restarting.
FIX	Correct one part, accept "close enough," and continue.

Success is not: "My robot looks perfect."

Success is: "I watched. I waited. I drew one part. I checked. I fixed what I could. I kept going."

Core line: Fix the step. Keep going.

If a picture is lopsided, strange, funny, uneven or completely unlike the model - that can still be a successful Drawing Fix.

THE PROCEDURE

What happens every step

WATCH

Screen: The new line draws itself slowly.

Student: Eyes on the screen. Pencil still.

Teacher language: "Watch the line."

WAIT

Screen: A faint memory image appears briefly.

Student: Hold the picture in mind. Pencil still.

Teacher language: "Hold that picture. Get ready."

DRAW

Screen: The new modelled part disappears.

Student: Draw only this part.

Teacher language: "Your turn. One part only."

CHECK

Screen: The modelled part returns in cyan.

Student: Look back. Fix one part. Do not restart.

Teacher language: "Close enough counts. Fix the step. Keep going."

CREATE

Full Focus only: students add one original detail. There is no model to copy. This is ownership, not an art-quality test.

Important: The pencil-still moments matter. WATCH and WAIT are not dead time. They are the self-control and attention practice.

RUNNING IT

Launch it in seconds

1

Open a Drawing Fix

Project it so every student can see the model clearly.

2

Choose the time

Pick the shorter or longer option shown for that grade band.

3

Choose the pace

AUTO for hands-off pacing. **TEACHER** if your class needs more time at CHECK.

4

Choose timer numbers

Leave numbers off if you want the ring to feel calm and non-competitive.

5

Press Start

After that, the routine should do most of the teaching for you.

What the teacher should do during the drawing

DO	AVOID
Reinforce the routine: "Pencil still." "One part only." "Fix one part."	Walking around correcting proportions, line quality or artistic style.
Pause or switch to Teacher Pace if the class genuinely needs more time.	Rushing slower drawers so everyone finishes at exactly the same second.
Praise waiting, following the step, checking and recovering.	Turning it into "who drew it best" or comparing pictures publicly.
Let imperfect drawings keep moving forward.	Having students erase the whole thing and start over.

If students fall behind: use Pause, +10 Seconds or Teacher Pace. Do not turn the activity into a speed test.



TEACHER LANGUAGE

Praise the procedure, not the picture

When a student waits	"Nice job keeping your pencil still until it was your turn."
When a student follows one step	"You only drew the part we were working on. That is exactly the routine."
When a student notices a difference	"Pick one thing to fix. You do not need to redo the whole drawing."
When a student says, "Mine looks bad"	"It does not need to match. Fix one part if you want, then keep going."
When a student makes a mistake	"That is okay. We are practising what to do after a mistake."
When the class finishes	"The goal was not a perfect picture. The goal was staying with every step."

THE PROCEDURE IS THE WIN.

A strange-looking picture can represent excellent attention, self-control and persistence.

WATCH -> WAIT -> DRAW -> CHECK -> FIX ONE PART -> KEEP GOING

Remember: You are not teaching every child to make the same beautiful picture. You are giving the class a repeatable way to look, wait, follow, repair and continue.