

# Picture this

This scenario supports adults in developing their social competence through the visual arts, especially paintings. The scenario uses art as a topic of discussion and reflection.



## Learning objectives

Learning objectives are directly connected to the social area of the LifeComp framework:

- Listen effectively and engage in conversations with confidence and reciprocity
- Collaborate in group activities
- Recognise and understand emotions in themselves and others
- Apply digital tools for collaborative knowledge-building
- Use digital communication tools such as Google Arts and Culture app, e-mail and WhatsApp

## Target group

Adult learners with basic literacy and digital skills.

### Level

Easy ★

### Length

2–3 hours

### Mode

In-person



## To study before the scenario



The educator should get familiar with the [Google Arts & Culture app](#)

- The app is available both in the Google Play Store and the App Store, and it is free to use. Note that you need a Google account to use this app
- Try the [Art Projector feature](#). Find additional tutorials on Google Arts & Culture - Art Projector on YouTube
- Get familiar with other features, such as “[Art Transfer 2](#)”
- Study the [LifeComp framework](#), especially the social area

### Emerging Technology tools used

### Teacher / learner

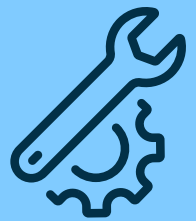
[Google Arts and Culture](#)



[Google Arts and Culture Art Projector](#)



[Google Arts and Culture Reality Check](#)



### Equipment needed

Mobile phones, internet connection.

## Description of the learning scenario

The activities are presented chronologically. However, the educator can delete some of the activities or choose the ones that fit the group. Suggestions are provided during the explanation of the activities.

### Download the app and explore

The first step is to support learners in downloading the Google Arts & Culture app and finding the right feature. The educator should explain that this tool will allow them to view actual-size artworks right in front of them and that they can explore the tool.

Learners type “Art Projector” in the “Search & Explore” tab. The Art Projector feature will first ask the user to allow the camera to be used at least while using the app, and learners will need to click “Launch Art Projector” to start using it.



For the exploratory phase, learners should be given space to use the app and click on different paintings. Guidance and time are necessary as they download a new app and log in with their emails. A Google account is necessary to sign in. If participants do not have an account, they can be paired with others. A buddy system can also be useful if more digitally confident learners are paired with those who need support during download.

## **Be creative using the app**

The second step includes a more creative approach. Learners have now explored different paintings, so it's time to get creative and take some photos!

Depending on the skill level, the educator can propose some examples or allow learners to work in pairs (encourage everyone to have their own photo, but other learners can be part of each other's photos if actors are needed), but learners should be allowed to use their creativity (preferably also outside the room).

Some questions, if necessary:

- Is there a painting where someone is sitting? Then try to hang the painting next to the sofa.
- Is there a painting in the garden? Then go outside and hang the painting in a real-life garden.

Once everyone has one or more photos of the paintings in different parts of the space, learners should be encouraged to share their photos and explain the process: Why did they choose that painting, and why did they decide to add it to the space? Did they have other favourite paintings, or was it easy to choose? Are there any problems with the tool? Here, other digital tools can be explored: The learners need to send the picture via e-mail or WhatsApp so it can be projected to the rest of the group.

## **Choose a winning painting**

After everyone presents their work, the educator should facilitate a debate to choose only one painting. This can be the painting that was chosen the most, or any other that the group believes to be more interesting.

With one painting for everyone, the following activities could be explored:



## 1. Make your own version

Learners are encouraged to do their own version of the painting. With the resources they have available in the room (including digital resources\*, depending on the level and resources), learners need to create their own version of the chosen painting. It is important to reassure learners that it does not have to be perfect. What is most interesting about this activity is that learners understand that we all see a painting in different ways (and pay attention to different parts).

Tips: Define time in the beginning, so learners do not overthink the task. The educator can propose different interpretations: 1. Own (simplified) version, 2. What happens next? (draw what happens after the scene in the painting.) or 3. Zoom in (focus on one small detail and expand it).

### Sharing their version:

After learners complete the task, a sharing moment is crucial. Here, learners can show their versions to peers (in pairs or to the whole group) and explore emotions:

Some questions, if needed:

- “What was the most interesting part of the painting, and how does it make you feel?”
- “What did you notice about the painting that you hadn't seen before?”
- “If you could ask the original artist one question, what would it be?”

Emotion mapping: Each learner writes one or two emotions that they feel while seeing the painting. Guide the learners in mapping the emotions: Are they close to each other? Are they very different emotions? Depending on the skill level, there is also a chance to discuss each emotion, using colours or other visual cues, and guiding learners into what the examples represent regarding the various emotions gathered.

## 2. Time to learn more about the painting

Learners should gather information about the chosen painting. Place this activity later in the session so learners can form their own views and hear each other's thoughts before any new information is shared.



Each learner should find two pieces of information about the painting online. This gives them a chance to explore search engines and trustworthy websites or, for more advanced groups, to try using an AI chatbot.

All information is gathered in one place, such as on post-its. If all learners find the same things, talk together about what else would be interesting to know and encourage them to search again for more details about the painting.

### **3. A new feature introduced: Art Transfer 2**

One piece of information will be the painting's style. If this style appears in the Google Arts & Culture feature Art Transfer 2, learners can complete another activity using the app.

Art Transfer 2 uses AI to transform pictures from our phones into artworks in a specific style. Encourage learners to take pictures around the room and transform them to match the style of the chosen painting. If the style is not included in the app, use another similar style.

#### **Sharing their photos:**

Learners send their creations by e-mail, WhatsApp, or save them in a shared folder. They can be divided into groups to present their results to each other, comparing the original photos with the new pieces of art.

#### **Creating a common digital collage:**

A common digital collage can be created with all the examples on a platform like Canva or other free software. If there are enough computers available, all learners could be involved by trying to create this collage on the platform (creating a document, uploading the photos, adding photos, and placing them in different areas of the document, adding text or shapes). If there are fewer computers available, groups can be formed.



## 4. Then and now

Ask learners to find a modern photo or a scene that echoes the theme of the chosen painting. Divide them into small groups of 3 or 4 and encourage them to discuss their choices. If necessary, prepare a few questions. Once again, this could be a good opportunity to show that different individuals bring different perspectives on the same object. Groups could have 3 minutes to explain their photos or scenes to others as a way to practise “pitch” style of communication.

\*Digital resources: use a tablet to draw or introduce them to Canva or other free software.

## Assessment

Questions for the educator:

- Communication: Do learners explain their choices more confidently by the end?
- Collaboration: Do they help each other with tech issues? Do they build on other’s ideas during debate? Do they listen and wait for their turn?
- Empathy: Did they appreciate different interpretations of the same artwork?

## Things to note

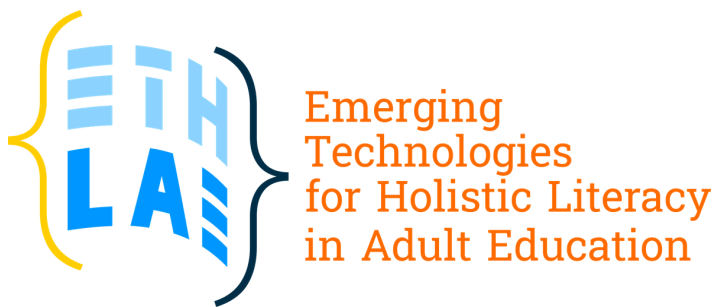
Why can this app be valuable for learners? For adults with low basic skills, including digital skills, this feature can be engaging because:

- It’s visual and interactive (not just reading)
- It provides immediate, tangible results
- It’s fun and shareable (you can take photos to show others)
- There’s no “right or wrong” way to use it

The app is used as a starting point for discussion and activities.

It is important with the target group that there is a mix of traditional and digital methods. It is also vital to have results and outputs coming from each part of the session(s) to ensure the motivation continues.





**Emerging  
Technologies  
for Holistic Literacy  
in Adult Education**

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