

Appendix 4

**Designing a Child-friendly
Outdoor Public Playground
For Children Aged from 4 to 8 Years**
On the Nordbahntrasse, in Wuppertal
Through Co-creation Mindset

Ph.D. Thesis

Neda Batenipour

Appendix 4

Categorizing and analyzing the explored data on children’s drawing and story in **Wuppertal & Tehran**; and achieving the higher-level experiences.

Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child’s drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (dominant & recessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Benjamin Kindergarten, in Wuppertal, Germany (in German: Kindergarten Benjamin e.V.) Date: 26.2.2015	No. 1	Girl (Theresa)	5 years old	“Blabla” (In English: blah blah)	-	- Theresa, herself (though she is invisible in the drawing)	A big strawberry	D: Red R: Green, Black	Eating the delicious strawberry.		- Eating Fruits: eating the strawberry It is important to know that visual elements (e.g., color, form and texture) can influence the sense of taste; for example, fruity colors can evoke this sense (van Beilen et al., 2011).
	No. 2			“Schnack Schnack” (In English it means chat; silly or amusing phrase)	-	- Theresa, herself (though she is invisible in the drawing)	- Inside the child’s head and its organs: the brain, the eyes, the blood, and the vein. - The Alphabets T & A (adopted from her name <u>THRESA</u>)	D: Red R: Green, Black	- Watching what is happening in the brain. - Blood flowing. - Hiding in the blood.		- Traveling to a fantasy world (e.g., travelling inside her head—her body part). - Adventurous and scary experiences (e.g., travelling inside her head—her body part)

	No. 3	Boy (Lenoxx)	4 years old	-	- When: In Daytime - A building and its surroundings	- Lenoxx, himself (though he is invisible in the drawing)	A building	Red	Playing (without mentioning the detail).	- Playing (unclear; without mentioning the detail)
	No. 4			"Pinocchio- Pinocchio" Or "Leno- Pinocchio"	- When: In Daytime - Outdoors (in an open area)	- Pinocchio (an imaginary character who represents the child, himself)	- Pinocchio with long nose. - A big heart that is Pinocchio's heart.	D: Red R: Blue	- Having a flexible nose that can get increased in length (same as Pinocchio). - Having a big red heart that bleeds.	- Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games or story books (Pinocchio). - Sense of humor and funny experiences (having a flexible nose that can get longer like Pinocchio's nose).
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:26.02.2015	No. 5	Girl (Maria)	5 years old	-	- Daytime. - Outdoors, in a park that she did not know (go) before but created that in her mind and story.	The members of her family: her mother, Maria (herself), her younger sister, her father, and her older sister.	- The Park - The Sun - The Family Members - The Ice-cream	D: Purple, Green, Blue, Orange, Red R: Yellow	- Being with her family in a park in a sunny day. - Eating ice cream with her older sister (eating blueberry ice cream).	- Family-oriented experiences (e.g., going to a park with her mom). - Sociability (the quality of being sociable). - Going or being outdoors (e.g., going out with her family; going to the park). - Close interaction with the nature and natural elements (e.g., watching the sun; enjoy the sunny days; spending time in a green space like a park). - Eating (e.g., eating ice cream).
	No. 6			-	- Daytime - Outdoors, on the Ferris wheel (probably in an amusement park)	The child herself and her dad	- The Ferris wheel -The Sun - The Clouds - The Sky - The child & her dad	D: Blue, Red, Purple R: Green, Yellow	- Riding the Ferris wheel with her dad (she had already ridden and enjoyed that). - Being able to see a large area and the things that are far from Ferris wheel (having a bird's eye view)	- Being in the high place and having the bird's eye view (e.g., being on the Ferris wheel and having the bird's eye view). - Using, interacting, and playing with the play equipment, elements, or toys (e.g., riding the Ferris wheel).

							- Her name (written on the paper)				<ul style="list-style-type: none"> - Rotating (e.g., being on the Ferris wheel). - Being outdoors (e.g., going to a park with her dad). - Sociability (i.e., the quality of being sociable) (e.g., going to an outdoor public playground).
No. 7	Girl (Emma)	4 years old	“Die Blume” (In English: the Flower)	<ul style="list-style-type: none"> - Daytime - Outdoors, in an imaginary garden 	The child herself (though she is invisible in the drawing)	<ul style="list-style-type: none"> -A flower with red and blue hair in the soil in the garden (she drew hair for her flower). -The environment of the garden is not visible in the drawing. 	D: Red R: Blue (blue is invisible in the drawing but it was mentioned by her; color of the water) Purple, Green, Yellow	<ul style="list-style-type: none"> - Watering her flower (the focus of her drawing and story was on her flower and watering that; she really cared about that) -Drinking water 	In the real context, she had received 2 flowers as gift and she developed her story based on the experience of watering her flower(s). She enjoyed watching the growth cycle of her flower.	<ul style="list-style-type: none"> - Watering the flower and watching their growth cycle/stages in the nature (In the drawing, the flowers and its hair symbolize the growth stages; she waters the flower and observes its growth). - The sense of responsibility (e.g., taking care of the flowers). - Being outdoors (e.g., enjoying spending time in an imaginary garden). - Close interaction with nature and natural elements (e.g., interaction with the flower, garden, and water). - Drinking (water). - Water-based experiences (e.g., watering the flowers). 	

<p>Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:26.02.2015</p>	<p>No. 8</p>	<p>Girl (Jerona)</p>	<p>5 Years old</p>	<p>-</p>	<p>- Daytime - It includes both outdoor and indoor environments (in the house and the park which is in the neighborhood of the house).</p>	<p>A little baby that represents the child herself (Jerona).</p>	<p>- A baby sand pillow which is in the outdoor environment. - A package of sand on the grass - A special multistory house that a little baby lives there. - A bed, a candy and the blue lemonade (juice) for the baby. -A park with sandy floor. It has a swing and a slide. There is also an ice cream there. - The sun and the blue sky.</p>	<p>D: Brown, Brown R: Blue, Blue, Green, Yellow, Black, Red</p>	<p>She did not mentioned her enjoyable experiences as a narrative (story). But she mentioned the names of the drawn objects in her picture which partly indicated and showed her enjoyable experiences.</p>	<p>- Close interaction with nature and natural elements (e.g., the sand, grass, and park). - Eating (e.g., the candy/gumdrop and the ice cream). - Drinking: Drinking the lemonade, (the juice of lemon). - Being outdoors (e.g., spending time in the park). - Being indoors (e.g., playing at her family's multistory house). - Role Play (e.g., household role play, interacting with household equipment and furniture like the bed and the pillow). - Using, interacting and playing with the play equipment, elements, toys, and settings (e.g., playing with the playground equipment and elements like playing with the sand, playing on the slide and playing on the swing).</p>
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	No. 9	Girl (Eylül)	5 Years old	<p>"Baby"</p> <p>She adopted this name from the theme of drawing No. 8.</p>	<p>- Daytime, - Outdoors, in a green environment (like a forest)</p>	<p>The child herself (though she is invisible in the drawing) and the fox (an imaginary companion).</p>	<p>- A fox - A rainbow - A flower - A strawberry - Eylül, herself (she is invisible in the drawing) - A green environment (invisible in the drawing)</p>	<p>D: Red, Yellow</p> <p>R: Brown, Blue, Pink, Green, Purple, Black</p>	<p>- She plays hide-and-seek with the fox. - She hides behind the rainbow. - She likes the rainbow's colors. - The fox eats the flower. - She eats the strawberry.</p>	<p>- Close interaction with nature and natural element (e.g., interaction with the fox, rainbow, flower, and the green area; playing hide-and-seek with the fox; hiding behind the rainbow).</p> <p>- Playing outdoors; physical play (e.g., playing hide-and-seek with the fox in the nature and hiding behind the rainbow).</p> <p>- Close interaction with the animals (e.g., playing hide-and-seek with the fox; her playmate is a fox).</p> <p>- Eating Fruits (e.g., eating the strawberry).</p> <p>- Physical Play; Game-with-rules (e.g., playing hide-and-seek with the fox).</p> <p>- Visual attraction (e.g., being interested in rainbow's colors).</p>
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Place & date of creative session	Reference No. of the Drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (<u>d</u> ominant & <u>r</u> ecessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015	No. 10	Boy (Silas)	4 years old	<p>"Der Zauberpeil und der Bogen"</p> <p>(In English: the magic arrow and bow)</p>	- A natural outdoor space (like a jungle)	The imaginary (fantasy) characters including 'the hero' (which represents the child himself) and 'the monster'	<ul style="list-style-type: none"> - Various messy lines in the drawing which can be seen visually but the meaning of them were explored through communication. - The hero and the monster - The invisible or unclear objects/things in the story that were discovered by creating communication with the child include: the arrow and bow that shine; the poison; and the magic stick. 	<p>D: Brown</p> <p>R: Green Blue, Pink,</p>	<ul style="list-style-type: none"> - Placing the magic arrow on the bow and releasing that. - The bow shines. - The arrow produces and spreads poison. - Shooting the monster that is on the tree by arrow or the magic stick. - It sticks the monster into the tree. - Doing magic with magic stick and conjure the trees and other things (It makes things fixed and stable). 	<p>Though his drawing (that include messy lines) in the first look may be considered meaningful but after creating communication with him to understand his story, it was found he could develop his own imaginary world quite well; he drew three pictures.</p>	<ul style="list-style-type: none"> - Travelling to a fantasy world (e.g., being in an imaginary jungle or meadow). - Action-oriented or Rough-and-tumble play (in that fantasy world). - Fighting with/between imaginary characters (the imaginary enemies). - Magic, horror and excitement (e.g. Shooting and conjuring the monster that is on the tree by the magic arrow or the magic stick). - Experiences/characters influenced by cartoon and cartoon characters, movies, or story books (e.g., the hero and the monster). - Sense of power and control (e.g., being a hero and fighting with the monster).

		Boy (Silas)	4 years old								<ul style="list-style-type: none"> - Using, interacting or playing with the play equipment, elements, settings or toys (e.g., placing the magic arrow on the bow and releasing that). - The fantasy activities and magical experience or things; for example: <ul style="list-style-type: none"> - Placing the magic arrow—which shines and produces and spreads poison-- on the bow and releasing that. - Shooting and conjuring the monster that is on the tree by the magic arrow or the magic stick. - Doing magic and conjuring the trees and other things by the magic stick (It makes things fixed and stable).
	No. 11			<p>“Das Monster” (In English: the monster)</p>	<p>- A natural outdoor space (like a jungle and a meadow)</p>	<p>An imaginary (fantasy) character which is a strong monster. Its name is “böser bomben Heinrich” (In English: ?)</p>	<p>- A strong monster called “böser bomben Heinrich”</p> <p>- A natural outdoor space</p> <p>- The meadow</p> <p>- The trees and the soil</p> <p>- The windows</p>	<p>D: Brown, Orange</p> <p>R: Green</p>	<p>The monster is really strong. He is interested in trees. He uproots the tree (from the soil), drags, and cuts them. He throws them to the meadow. Monster breaks the windows and destroys them completely.</p>	<ul style="list-style-type: none"> - Travelling to a fantasy world (e.g., an imaginary jungle or meadow). - Action-oriented or Rough-and-tumble play (in that fantasy world) - Fighting with or between imaginary characters (e.g., fighting between the hero and the monster; fighting between the imaginary enemies). - The violence, horror, and excitement - Experiences/characters influenced by cartoon and cartoon characters, movies, or story books (e.g., fighting between the 	

										<p>hero and the monster; shooting the monster which is on the tree by the magic arrow and conjuring things with the magic stick).</p> <p>- Manipulating and destroying (e.g., uprooting the tree from the soil and cutting them; throwing them to the meadow; breaking the windows and destroying them).</p> <p>- Sense of power and control (e.g., acting as a hero or superhero and fighting with the monster).</p>
<p>Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015</p>	<p>No.12</p>			<p>“Der Schrank” (In English: the cupboard)</p>	<p>- An indoor space (probably a house)</p>	<p>- Imaginary characters (the people)</p>	<p>- The people - A cupboard - In the cupboard there are dishes, forks, toys, sheets of paper, colored pencils, crayons, and candies.</p>	<p>D: Brown, Orange R: Green Very limited: Purple</p>	<p>- Finding the interesting things and gifts in the cabinet like toys, tools for playing, the sheets of paper, the shoes, crayons, and candies.</p>	<p>- Travelling to a fantasy world (e.g., being in an imaginary house).</p> <p>- Searching (Exploration) and finding the interesting things (e.g., searching the cupboard and achieving the favorable results; gaining the rewards and finding the interesting things to use).</p> <p>- Adventurous experience (through finding hidden things) The objects of the cupboard shows what he (Silas) likes and enjoys:</p> <p>- Eating (the candies) - Drawing with colored pencils and crayons (like in the Creative Session) - Playing with toys</p>

<p>No. 13</p>	<p>Boy (Mikail)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - The outdoor environment</p>	<p>The child himself (as a hero and football player) & the monster (a fantasy character influenced by drawing No.11)</p>	<p>- The Sky - The Sun - A boy with big ears – that is Mikail, himself who plays football and is a hero. - A house with a monster (invisible in his drawing)</p>	<p>D: Blue R: Yellow, Green</p>	<p>The man who plays soccer (football) is a hero and is able to head the ball. This character represents Mikail himself. The soccer (football) player/hero that represents Mikail does these activities: - Fighting with and throwing the monster. - Kicking the monster in the head and killing it. The monster falls on its head with BOOM sound and transforms.</p>	<p>Mikail mixed his own (original) story with the story of another child (Silas the child who drew drawings No. 10, No.11, & No.12) since he had heard that during communication and was influenced by that.</p>	<p>- Being outdoors - Physical Play/playing Game-with-rules (playing soccer, rough-and-tumble or fighting play). - Sport Play (e.g., playing soccer). - Action-oriented play (playing football and fighting with the monster). - Fighting between imaginary characters (the hero and the monster). - Sense of power and control (being a hero or superhero). - Manipulating and destroying things.</p>
<p>No. 14</p>	<p>Girl (Konstantin)</p>	<p>4 years old</p>	<p>“Das Herzhaus” (In English: the heart house)</p>	<p>- Indoor environment: in the (heart) house</p>	<p>The child (Konstantin) herself with other people that are unknown (she did not mention anything about other people)</p>	<p>- A heart-shaped house - Konstantin and other people are in the ‘Heart House’ attending a party (invisible in the drawing) - The Sun (outside)</p>	<p>D: Purple, Pink R: Yellow</p>	<p>- Participating and enjoying the party in the ‘Heart House’ - Making and listening to the music - Dancing</p>		<p>- Holding and participating in a party (e.g., attending a big party/celebration). - Making and listening to the music - Dancing - Sociability (the quality of being sociable) and making friends - Visual attraction (e.g., being in the ‘Heart House’—a heart-shaped house).</p>

<p>Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015</p>	<p>No. 15</p>	<p>Boy (Noa)</p>	<p>4 years old</p>	<p>“tchiu tchiu” (meaningless) (Probably it represents the sound of fighting).</p>	<p>- Daytime - Outdoors</p>	<p>- The child (Noa), himself - An alien with wings - A monster of aliens</p>	<p>- An alien with wings and antennae. - The child (Noa), himself. - The big monster of aliens; it is 10 meters in length. - The bag of cash (money) - The space - The sun - The sky - The hammer (invisible in the drawing)</p>	<p>D: Blue, Green R: yellow, Orange</p>	<p>- Punching the alien in the head (hitting him with a fest). - Alien’s head is cut off and falls into his abdomen. - The monster of alien is strong and can hit everything and beat everyone. - The monster snaps and catches things with its shovel and claws. - The monster snaps the bag of money and the money throws out of the bag. Nova (the child) damages the alien (the monster) and its antennae with the hammer. Then he jumps and flies to the space.</p>	<p>- Physical play; Playing Game-with-rules (e.g., playing soccer). - Physical play; Rough-and-tumble Play (e.g., fighting with the alien and punching him in the head; jumping). - Manipulating and destroying (e.g., damaging the alien (the monster) and its antennae with the hammer). - Sense of power, control, and victory (e.g., being a hero or superhero; being strong and able to hit everything and beat everyone; snapping the bag of money). - Money- oriented (reward-oriented) experiences; A Pretend Play (e.g., snapping the bag of money). - Fighting between imaginary characters (e.g., fighting between the hero and the monster). - Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., interacting with the aliens and the space).</p>
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											<p>- Being in the high place (e.g., jumping and going into space).</p>
<p>Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015</p>	<p>No. 16</p>	<p>Girl (Amie)</p>	<p>4 years old</p>	<p>“lern Abenteuer!” “(In English: learn adventure)”</p>	<p>When: In Daytime Where: Outside, in a green/natural environment.</p>	<p>- A man and his son (they represents her dad and her brother).</p>	<p>- A man with his son (Amie’s dad and brother) - A balloon - A ball - The sun - A flower - The sky - Angels in the sky - The rain drops - The Grass and the flower.</p>	<p>D: Yellow, Green, Red R: Brown, Purple</p>	<p>The man screams because his son runs away. Then the son comes back. The son has balloon in his hand. The son plays with the ball/balloon. He looks at the sun (above) in the sky. The dead angels make biscuits in the sky (biscuits as raindrops).</p>		<p>- Family-oriented experiences (e.g., going to a public green space with her dad and brother). - Being outdoors (e.g., spending time in a public green environment/space). - Close interaction with nature and natural elements (interaction with the sun, the sky, and the green environment). - Magical experiences and excitement (angels who make biscuits and send them to the earth similar to the raindrops). - Experiences/characters influenced by cartoon and cartoon characters, movies, or story books (e.g., imaginary angels who make biscuits which fall from the sky to the earth similar to the raindrops). - Receiving rewards and being surprised (e.g., receiving biscuits from the angels who are in the sky). - Eating (the biscuits). - Using/playing with the play equipment/elements (e.g., playing with the balloon and the ball).</p>

											<p>- The fantasy experiences/elements (e.g., catching the heart and rainbow butterfly that are in the sky).</p> <p>- Visual attraction (e.g., being interested in the rainbow butterflies and heart shapes in the sky).</p>
<p>Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015</p>	<p>No. 20</p>				<p>- Daytime, - Outdoors (a green environment)</p>	<p>The child (Miriam), herself.</p>	<p>- The Rainbow in the green environment (invisible in the drawing)</p> <p>- A swimming pool (invisible in the drawing)</p> <p>- Her name (MIRIAM) has been written on the paper.</p>	<p>White Empty space of the paper with just some rainbow lines: Blue, Red, Yellow, Purple, Orange</p>	<p>- She likes rainbow and finds it beautiful.</p> <p>- She likes swimming and goes to the swimming pool.</p>		<p>- Close interaction with nature and natural elements (e.g., being in the green environment and nature, interacting with the rainbow and water).</p> <p>- Water-based experiences, activities, and amusement (e.g., swimming in the pool).</p> <p>- Physical Play; Sport (e.g., swimming)</p>
	<p>No. 21</p>	<p>Girl (Valeska)</p>	<p>4 years old</p>	<p>-</p>	<p>- Daytime (a sunny day)</p> <p>- Outside (in a green environment)</p>	<p>The child (Valeska), herself.</p>	<p>- A butterfly</p> <p>- Two flowers</p> <p>- The grass</p> <p>- The sun</p> <p>- The cloud</p> <p>- Valeska, herself (invisible in the drawing)</p>	<p>D: Blue, Blue, Red, Green, Green</p> <p>R: Yellow</p> <p>Very limited: Purple</p>	<p>- The sun shines and smiles.</p> <p>- The butterfly tickles the sun.</p> <p>- Valeska observes the butterflyes that look for pollen and nectar.</p> <p>- She thinks butterflies are beautiful.</p>		<p>- Close interaction with the nature and natural elements (e.g., interaction with the butterfly, the sun with a smile, and the flowers).</p> <p>- Discovering the nature, learning and trying adventurous experiences (e.g., watching the butterflies when they are looking for pollen and nectar).</p> <p>- Imaginary experiences (e.g., the butterfly tickles the sun and makes it smile).</p> <p>- Sense of humor; fun</p>

										(e.g., the butterfly tickles the sun and makes it smile).
	No. 22			-	<ul style="list-style-type: none"> - Daytime (a sunny day) - Outdoors: In a playground; in the open environment around her house. 	<ul style="list-style-type: none"> - The child (Valeska) herself - Her mom - Her dad 	<ul style="list-style-type: none"> - A house, where she lives. - The outside environment around her house. - There is a playground with a slide and a sandbox in the neighborhood of her house (invisible in the drawing). 	<p>D: Red, Orange</p> <p>R: Blue, Yellow</p>	<ul style="list-style-type: none"> - She plays outside. - Going for a walk with her mom and her dad. - Playing in the playground and sliding on the slide. - Also, playing in the sandbox in the playground and building a sandcastle. 	<ul style="list-style-type: none"> - Family-oriented experiences (e.g., being with her mom and her dad and going for a walk with them). - Being outdoors (e.g., going outdoors; going to a playground). - Sociability (the quality of being sociable) - Sport play (walking) - Play in the playground and using play equipment/elements (e.g., sliding on the slide and building a sandy castle in the sandbox). - 'Manipulative' and 'Constructive' Play; Creative Play (e.g., building a sandcastle in the sandbox).

Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (<u>d</u> ominant & <u>r</u> ecessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015	No. 23	Boy (Flix)	4 years old	-	- Daytime - In America	He is not in his story. The characters of the story: - An unknown person. - A thief.	- A drill - A hammer - The sun - White area which shows the light of the sun. - An unknown person (the one who is thrown). - A robber (A thief)	Yellow, Red, Orange, Green, Blue, Grey	- Piercing & drilling the wall (by the drill). - At the end of the process, a hammer is found; though it is cut by the drill. - Hammering (hitting by the hammer) and making the car damaged. - A man which is thrown into somewhere probably by the thief. - A robber (who is in Wuppertal) is there and has stood up in the street. - Everything burns under the sun. - A bird moves toward the sun to escape from the robber.	The story did not have that much rational and organized scenario in order to be understood by the researcher.	- Experiences based on action, adventure, horror, and thriller genre (e.g., activities of a thief—a role play). - Doing physical activities and working with various tools (e.g., using the hammer and the drill). - Manipulating Destroying, Burning, and Damaging (e.g., piercing and drilling the wall). - Action: Escaping from the robber

<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	<p style="text-align: center;">No. 24</p>	<p style="text-align: center;">Girl (Olivia)</p>	<p style="text-align: center;">5 years old</p>	<p>“Die Hängematte” (In English: the hammock)</p>	<ul style="list-style-type: none"> - Daytime - Outdoors (a green environment) 	<p>The child (Olivia), herself and her mama.</p>	<ul style="list-style-type: none"> - Two trees, - Olivia, herself - Her mama (Ella) - A rope that connects her to her mother - The flowers in the grass (they grow on the earth) - An airplane - The grass (wave-shaped form) 		<ul style="list-style-type: none"> - She has climbed up the tree and now she is on the tree. - She wants to climb down from the tree, but she is a little scared; it is risky. - She comes down from the tree by the rope that her moms has brought to her. Olivia slides down the rope. It is funny and enjoyable for her. - In her drawing, she has been connected by rope (from above on the tree) to to her mother (down on the ground). - The flowers grow from the earth (soil). - Olivia and her mom, get on the airplane (in Germany). 		<ul style="list-style-type: none"> - Being outdoors (with her dad). - Family-oriented experience (e.g., being with her mom which is the supportive character in her story). - Close interaction with nature and natural elements (e.g., trees, the grass, and the flowers in the green environment). - Being in the high place and having the bird’s eye view (e.g., being on the tree) - Physical activity (e.g., climbing up the tree; climbing down the tree; sliding down the rope from tree to the ground). - Exciting activities/experiences which need risk taking (climbing up the tree and coming down the tree; sliding down the rope from the tree to the ground). - Flying (e.g., getting on the airplane and flying)
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	<p style="text-align: center;">No. 25</p>	<p style="text-align: center;">Girl (Dünja)</p> <p style="text-align: center;">Girl</p>	<p style="text-align: center;">6 years old</p> <p style="text-align: center;">6</p>	<p style="text-align: center;">-</p>	<p>- Daytime</p> <p>- Outdoors (going outside to buy an ice cream) and indoors (in the hospital)</p>	<p>- The doctor (female)</p> <p>- Dünja, herself</p> <p>- Her mom</p>	<p>- Dünja, herself (One of her legs has been hurt and is bleeding).</p> <p>- The doctor</p> <p>- The hospital</p> <p>- Her mom (invisible in the drawing)</p> <p>- The entrance of the hospital and sidewalk around the hospital</p>	<p>D: Blue, Orange, Yellow</p> <p>R: Green</p>	<p>The story has been created based on her real experience in the real context.</p> <p>- Dünja and her mom go outside together to buy an ice cream; unfortunately, next to the ice cream shop, she falls down (on the stone/ground) and her leg gets injured.</p> <p>- Her mom takes her to the hospital and the doctor gives her medical treatment. The doctor/nurse puts a sticking plaster on her wound so it doesn't get infected.</p> <p>- Dünja has no fear to be in the hospital. Even that day (which she has experienced in reality), was amusing for her since she could see the environment of the hospital, getting familiar with that and learn more about how the doctor and nurse work there.</p>	<p>The story has been created and developed based on her real experience in the real context (based on her memories in the hospital).</p>	<p>- Eating (ice-cream)</p> <p>- Being outside (e.g., going out with her mom).</p> <p>- Sociability</p> <p>- Family-oriented experience (e.g., going out with her mom).</p> <p>- Discovering and getting familiar with an occupation or a skill and its working context as an adventurous experience (e.g., visiting a hospital and getting familiar with the activities of the doctors and nurses who work there).</p>
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	No. 26	(Dünja)	years old	-	<ul style="list-style-type: none"> - Daytime (in a sunny day) - Outdoors (in a playground) 	<p>- Unknown users</p> <p>When she described her story and the playground, she said that she was not there. Thus, she described her story as an observant.</p>	<ul style="list-style-type: none"> - The sun - An outdoor playground with various play equipment - There are some stones for climbing up the play equipment. - After climbing up, the user reaches the circle-shaped rings (3 rings above the equipment) that are for hanging. - Then, there is a slide for sliding down. - A puddle of water that a child falls in that after sliding down. - There are two circle-shaped equipment (on the ground) that the child can cross them or rotate with them; she said the child should bend his/her head to not get hit. 	<p>D: Yellow, Blue Green, Orange</p> <p>R: Purple</p>	<ul style="list-style-type: none"> - The sun - An outdoor playground with various play equipment - There are some stones for climbing up the play equipment. - After climbing up, the user reaches the circle-shaped rings (3 rings above the equipment) that are for hanging. - Then, there is a slide for sliding down. - A puddle of water that a child falls in that after sliding down. - There are two circle-shaped equipment (on the ground) that the child can cross them or rotate with them; she said the child should bend his/her head to not get hit. - In the playground, Dünja, finds the slide so interesting because she really likes sliding. 	<ul style="list-style-type: none"> - Sport; Physical Play (e.g., climbing up the stones, hanging the rings, playing on the slide and falling into the puddle). - Using, interacting, and playing with the play equipment, elements, toys, and settings (e.g., climbing up the stones, hanging the rings, sliding and falling into a puddle—all are parts of a large play equipment in a playground). - Excitement and risk-taking activities (e.g., climbing up the stones to access the top of a high play equipment and hanging the rings that are installed on the top—all are parts of a large play equipment in a playground). - Interaction with the nature and natural elements (e.g., interaction with stones and water: climbing up the stones and falling into the puddle). - Being in the high place and having the bird's eye view (e.g., being on the top of a high play equipment—which is a composite play setting with different parts like a slide, a ladder, and the rings). - Having fun and sense of humor (e.g., sliding and falling into the
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												puddle and getting wet which can make users and the spectator laugh).
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	<p style="text-align: center;">No. 27</p>	<p style="text-align: center;">Girl (Dünja)</p>	<p style="text-align: center;">6 years old</p>	<p style="text-align: center;">-</p>	<p>- Daytime (on a sunny day) - Outdoors, at the beach</p>	<p>- Dünja, herself (invisible in the drawing). - Dünja's friend (her name is Lani; she is an adult). - Lani's brother (he is older than Dünja; maybe he is an adult).</p>	<p>- The waterfall - The sea with wave - The sun - The sky - The cloud - Lani on a hammock - Lani's brother on surfing board in the sea - Dünja, herself (invisible in the drawing)</p>	<p>D: Yellow, Blue, Red R: Orange, Green, Brown</p>	<p>- Dünja is at the beach with her friend Lani and Lani's brother. - Dünja is playing in the sand (or with the sand) in a relaxed manner (playing in a quiet and peaceful situation at the beach). She sprinkles the sand and play with that. - Dünja is making a big sandcastle. The water of the sea cannot approach the castel so it cannot damages that. - Lani has lain (down) on the hammock and is relaxing. - Lani's brother is surfing on the choppy sea.</p>	<p>- Being outdoors (e.g., spending time with her friends at the beach, at the sea). - Sociability (e.g., being with her friends at the beach; going to the seaside—which is a public place). - Close interaction with nature and natural elements (e.g., being at the beach, playing in/near the sea, interaction with the sand, water, and sun). - Playing in peace and quiet; Relaxing; Resting like: - playing in the sand (or with the sand) in a relaxed manner (playing in a quiet and peaceful situation at the beach). - Lying on the hammock and relaxing at the beach. - Sport; Physical Play (e.g., surfing on the choppy sea). - 'Manipulative' and 'Constructive' Play; Creative Play (e.g., building a sandcastle at the beach).</p>
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	<p style="text-align: center;">No. 28</p>	<p style="text-align: center;">Girl (Dünja)</p>	<p style="text-align: center;">6 years old</p>	<p style="text-align: center;">-</p>	<p>- In the sky; in the Hot-air Balloon Riding - 'Phantasialand' (the destination)</p>	<p>- Dünja, herself probably with her family; she did not directly mentioned that.</p>	<p>- A hot-air balloon which is flying in the sky</p> <p>- There are two trampolines in the hot-air balloon. The people can jump on them while riding the hot-air balloon.</p> <p>- The hot-air balloon is taking them to 'Phantasialand' (their destination).</p> <p>- Two flags (the flag of Germany and flag of the USA) represents 'Phantasialand'; and a red heart that makes it ('Phantasialand') beautiful.</p>	<p style="text-align: center;">Red, Blue</p>	<p>- Riding in a hot-air balloon and Flying by that in the sky.</p> <p>- Dünja and her family are travelling to the 'Phantasialand'; they are riding in the hot-air balloon. They did not have enough money to buy the tickets for going to the 'Phantasialand'. Thus, they directly go there by a hot-air balloon.</p> <p>- During the traveling and riding in the hot-air balloon, they can play on the trampolines that have been installed inside the hot-air balloon.</p>		<p>- Being in the high place and having the bird's eye view (e.g., riding in a hot-air balloon and flying by that in the sky).</p> <p>- Flying (e.g., riding in a hot-air balloon).</p> <p>- Money-oriented experiences (e.g., buying tickets for travelling to the 'Phantasialand' by a hot-air balloon).</p> <p>- Physical Play (e.g., jumping on the trampolines that have been installed in the hot-air balloon which is flying).</p> <p>- Adventurous travelling to an interesting destination (e.g., travelling to the 'Phantasialand').</p> <p>- Using, interacting, and playing with the play equipment, elements, toys, and settings (e.g., jumping on the trampolines that have been installed in the hot-air balloon which is flying).</p> <p>- Visual attractions (e.g., representing the 'Phantasialand' by the flags and heart shapes).</p>
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<p>Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	<p>No. 29</p>	<p>Boy (Quinn)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - Indoors, in a gym (or sport club)</p>	<p>- Quinn, himself</p>	<p>- Quinn (he is doing a headstand in the gym). - There is the water for washing. - In the gym there are skateboards for riding and having fun. (invisible in the drawing) - There is also a small pool.</p>	<p>D: Blue, Yellow R: Brown, Purple</p>	<p>- Quinn does a headstand (he balances upside down on his head) because he want to see the things upside down. He does that in a gym (or sports hall). - In the gym, there are also the skateboards accessible. - He is also interested in skateboarding. - There is also a small pool there. - The enjoyable experiences for him in the swimming pool: washing himself, jumping into the water (diving) and coming up, moving in the water, swimming, and splashing the water.</p>		<p>-Being indoors (e.g., being in the gym). - Physical Play; Sport (e.g., doing a headstand, swimming in the pool, playing in the water, diving in the pool, and skateboarding). - Having fun and sense of humor (e.g., doing a headstand to see the things upside down and splashing the water). - Water-based amusement, experiences, and activities (e.g., swimming, splashing the water, washing himself, and diving in the pool).</p>
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Pudelmütze Day Care Center, in Wuppertal, Germany
(In German: Kindertagesstätte Pudelmütze e.V.)
Date: 19.03.2015

<p>No. 30</p>	<p>Boy (Quinn)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - Outdoors, in a green open space, in the natural environment</p>	<p>- Quinn, himself</p>	<p>- An airplane - Two trees (an apple tree and a pear tree) - A hammock that has been fastened to the trees. - Two ladders; one is for reaching the trees (climbing up and coming down), and the other one is for having access to the water slide and the pool. - A purple water slide. - A small pool - The sun - The clouds - The grass</p>	<p>D: Red, Blue, Yellow R: Purple, Black, Green</p>	<p>- He is flying in the airplane. Then he jumps out of the airplane on the hammock. - For accessing the water slide, he climbs up the ladder. - He slides along the water slide and falls into the pool. - Then, he swims in the pool. - After a while, he stop swimming and leaves the pool. - After that, he climbs the ladder to reach the trees and pick the apples and pears from the trees. - For a while, he lies on the the hammock and closing the eyes for resting and relaxing. - Again, he flies on the airplane. On the airplane, he can have bird's eye view (from the clouds) to see a large area. - A person has poured the purple sand on the water slide and it makes the water purple.</p>	<p>- Close interaction with nature and natural elements (e.g., being in the nature and green space, interacting with trees, picking the fruits, enjoy relaxing in the nature, and swimming in an open-air pool). - Physical Play (e.g., flying on the plane and jumping out of the plane). - Being in the high place and having the bird's eye view (being on the plane and having the bird's eye view from the clouds). - Physical Play/Sport Play (jumping out of the plane, climbing up and climbing down the ladders, playing on the water slide, swimming, and picking the fruits from the trees). - Water-based amusements, experiences, and activities (e.g., swimming in the pool; playing on the water slide). - Resting and relaxing in the nature (e.g., lying on the hammock and taking a nap). - Picking and eating the fruits (e.g., picking apples and pears from the trees and eating them).</p>
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											<p>- Enjoying observing the plants and their growth stages in the nature (e.g., watching the trees, flowers, and fruits like apples and pears on the trees in the forest).</p> <p>- Walking in the green space and natural environment and enjoying the nature</p>
<p>Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	No. 31	Boy (Quinn)	5 years old	-	<p>- Daytime</p> <p>- On an island (Quinn has not been there but likes to be there thus it is an imaginary Island).</p>	<p>Quinn has not been there but he described the island and his wish to be there.</p>	<ul style="list-style-type: none"> - An island. - The sea and the beach - A palm tree on the island - The wave - The sky 	<p>D: Yellow, Brown</p> <p>R: Green, Purple</p>	<ul style="list-style-type: none"> - Being on an island is interesting for Quinn. - Because people can play with sand in calm and quiet. - Relaxation at the beach. - You can swim/play in the sea and enjoy the waves. 	<p>He imitated his drawing from his teacher's drawing thus he could not develop the story that much well.</p>	<p>- Close interaction with nature and natural elements (e.g., being on an island, being at the beach and playing with sand, swimming in the sea, and watching the palm tree and beautiful nature).</p> <p>- Playing in peace and quiet; relaxation (e.g., playing with the sand on the beach; lying on the sand).</p> <p>- Sport; Physical Play; Water-based Entertainment (e.g., swimming in the sea).</p> <p>- Enjoying the amazing sight (e.g., watching the sea, the beach, and the palm tree).</p>

<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015</p>	<p style="text-align: center;">No. 32</p>	<p style="text-align: center;">Boy (Joshua)</p>	<p style="text-align: center;">5 years old</p>	<p style="text-align: center;">-</p>	<p>- Indoors, in a big gym (sports hall).</p> <p>It looks like an outdoor environment but it is indoors.</p> <p>So The trees can be fit to inside the environment of sport hall. It looks like the outdoor environment but it is indoor.</p>	<p>- Joshua, himself - His family including his mom, dad, and his brother.</p>	<p>- Two palm trees (though he said it is inside the gym) - Four hammocks that have been fastened to the trees.</p>	<p>D: Red, Blue, Black</p> <p>R: Orange, Green, Yellow</p>	<p>*The environment looks like an outdoor environment but it is indoors, in a big gym. Since it is big, the palm trees can be fitted inside the gym (or sports hall).</p> <p>- Climbing the palm for accessing the hammocks that have been fastened to them (in the high height) and lying on them.</p> <p>- All his family members have lain on the hammocks (at the same time) for resting and relaxing. The feel sick.</p> <p>- While they have lain on the hammocks, the can watch movies together, for exampole watching "Immenhof" (The Immenhof films were a series of German "homeland films" that appeared in cinemas between 1955 and 1974).</p>	<p>It seems, that part of his story has been adopted from Quinn; maybe that is the reason that some elements/object s does not seem relevant like palm and hammock being inside the gym.</p>	<p>- Family-oriented experience (e.g., being with her family, doing the same activities together like lying on the hammocks and watching the movies together).</p> <p>- Being in the high place (e.g., climbing up the trees and lying on the hammock that has been fastened to the trees, in the high height).</p> <p>- Physical Play (e.g., climbing up the palm trees).</p> <p>- Resting and relaxing (e.g., lying on the hammocks with his family).</p> <p>- Watching the movies on the TV (e.g., watching "Immenhof" with his family).</p>
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015</p>	<p style="text-align: center;">No. 33</p>	<p style="text-align: center;">Boy (Munzur)</p>	<p style="text-align: center;">5 years old</p>	<p style="text-align: center;">His own name: "Munzur"</p>	<p style="text-align: center;">Outdoors, (in various urban spaces)</p>	<p style="text-align: center;">Main characters: Munzur, himself and his hero that is Spider-Man</p> <p style="text-align: center;">Secondary characters: Munzur's family</p>	<ul style="list-style-type: none"> - The sun, - The flag of Germany, - The gifts (ninja turtle figures) - Spider-Man - His scooter - The bus (for travelling) - A swimming pool - The water guns 	<p style="text-align: center;">D: Yellow, Red</p> <p style="text-align: center;">R: Black</p> <p style="text-align: center;">(similar to the colors of the flag of Germany)</p>	<ul style="list-style-type: none"> - He likes sun; it is like a gift for him. - He likes Germany and has shown that by the flag of Germany. - His hero is Spider-Man. - Munzure likes Spider-Man. Because Spider-Man buys him various gifts like ninja turtle figures. - Munzur is interested in scooter riding. He rides it in the city (to his house). When he travels, he rides his scooter there too. - Munzur likes swimming and when he travels with his family they go to the swimming pool. - When he travels, he and his playmates play with water guns. - He likes travelling by bus, because he can sleep comfortably on the bus. When he travels, he sleeps more. 		<ul style="list-style-type: none"> - Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., receiving ninja turtle figures from Spider-Man). - Being outdoors - Family-oriented experiences (e.g., travelling with his family; going to swimming pool with them). - Travelling and adventurous experiences - Sport/Physical Play (e.g., riding the scooter and swimming in swimming pool). - Being surprised or surprising someone; Making someone happy; Rewarding; Giving or receiving gifts (e.g., receiving ninja turtle figures as gifts from Spider-Man who is his hero). - Water-based amusement, experiences, and activities (e.g., swimming and playing with the water guns). - Sociability and making new friends - Resting in peace and quiet (e.g., travelling by
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											<p>the bus and sleeping in the bus).</p> <p>- Sense of Power and Control (e.g., being a patriot; being a hero).</p>
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015</p>	<p style="text-align: center;">No. 34</p>	<p style="text-align: center;">Girl (Elena)</p>	<p style="text-align: center;">5 years old</p>	<p style="text-align: center;">“Süßigkeiten“ (In English: candy; sweets)</p>	<p style="text-align: center;">In an outdoor environment</p>	<p>Main Characters: Elena, herself and her brother (Benjamin)</p> <p>Secondary Characters: Other children</p>	<ul style="list-style-type: none"> - Elena, herself - Her brother (Benjamin) - Other children (that she does not know) - The sun (it has been made of candy) - A table and two chairs (they are made of candy too). 	<p>- The colors of the drawing: Black & White</p> <p>- The colors in her imagination or story: Yellow, Brown</p> <p>- She has drawn in black and white; but in ‘communication phase’ when Elena was asked about the colors of the drawn objects she said: “the sun and the rings are yellow and the table and two chairs at the table are brown. And all of them, have been made of candy”.</p> <p>-The children in her drawing do not have any color.</p>	<p>- All the objects (except people) in her drawing have been made of candy for example the sun, the table, the chairs, and the rings all have been made from candy.</p> <p>- The rings of candy fall from the sky to the ground similar to the raindrops.</p> <p>- When the rings drop/fall to the ground, Elena, Benjamin and other children (probably their playmates) are there to catch and eat them.</p> <p>- Elena really likes the candies since they are delicious.</p> <p>- Through the rings of candy, an individual can look at everywhere like looking out of a window; it is like a window that an individual can look at everywhere through that. Then, Elena pointed at different sides –in that room, in her kindergarten—and said “there, there, and there”. She meant she could see everywhere out of her candy (it is like a movable window). Also, the rings of candy can be eaten.</p>	<p>Benjamin was 3 years old and participated in Creative Session with her sister. But his drawing was not considered for analyzing because of his age.</p>	<p>- Being outdoors and Sociability (e.g., going out with her brother and playing with other children; eating the candies together).</p> <p>- Eating (e.g., having deep interest for eating delicious candies and being in the land where everything has been made of candies).</p> <p>- Imaginary and magical experiences (e.g., getting the candies (rings of candy) that are falling from the sky to the earth – similar to the raindrops— and eating them).</p> <p>- Being surprised and receiving gifts or rewards (e.g., receiving the rings of candy that are falling from the sky to the earth like raindrops).</p> <p>- Adventurous travelling to an interesting destination or world (e.g., being in a fantasy world where everything has been made of delicious candy and can be eaten).</p>
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015</p>	<p>No. 35</p>	<p>Girl (Elena)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - In an indoor (their house) and outdoor environment (their garden)</p>	<p>- Elena, herself - Her family including her mom, her dad, his brother (Benjamin), and her grandmother Elena is with her grandmother (they are invisible in the drawing).</p>	<p>- A multistory house (Elena's family house) - The chimney of the house - The rooms and furniture of the house: the bathroom of their parents (upstairs); the bedrooms and beds; the kitchen with the table and chairs. - A big garden— which is their own garden around their house. It has got several play settings like a tree house with a ladder and a slide, a sandbox, a trampoline. - A teddy bear which is inside the tree house. - The sun.</p>	<p>Purple, Brown, Yellow She said that the slide is colorful.</p>	<p>The drawing depicts a multistory house that is Elena's family house and she likes that. Her brother and her parents are at home. She is invisible in the drawing since she is with her grandmother. Elena has an intimate and especial relationship with her grandmother. They have a big garden next to their house. In their garden, there are several play settings like a tree house with a ladder—to climb up— and a slide. There is a teddy bear in the tree house. Elena and her friends play "Mother-Father- Child" in the tree house in their garden. They also setting off (light) the fireworks. There is also a trampoline and a sandbox in their garden. She really loves to spend her time with her grandmother; they bake and cook together. When she is with her grandmother they eat ice cream and eat candy and she enjoys that. She plays Hütchenspiel with her grandmother as well.</p>	<p>- Elena has an intimate and especial relationship with her grandmother. - Elena's brother, Benjamin who was 3 years old, participated in Creative Session as well though his drawing did not considered for analyzing because of his age.</p>	<p>- Being outdoors (e.g., playing in their garden which has got several play settings). - Family-oriented experiences (e.g., spending her time with her family at home like playing Hütchenspiel, cooking, or baking with her grandmother; or playing with her brother and friends in their garden). - Using, playing or interaction with the play equipment, elements, toys, and other tools (e.g., playing in the tree house with her brother and teddy bear, sliding, jumping on the trampoline, and playing in the sandbox in the garden; Setting off the fireworks). - Cooking, baking and eating (e.g., the most enjoyable activity for her is baking/cooking with her grandmother at home; eating ice cream and candy). - Playing Game-with- rules (e.g., playing Hütchenspiel with her grandmother). - Role Play; Dramatic Play (e.g., playing "Mother, Father, Child" with her friends and her teddy bear in the tree house in their garden).</p>
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												<p>- Visual attraction and making sound (e.g., setting off the fireworks).</p>
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<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015</p>	<p>No. 36</p>	<p>Girl (*Olivia)</p> <p>(The sign * shows that it was the second time that she participated in the Creative Session)</p>	<p>5 years old</p>	<p>-</p>	<ul style="list-style-type: none"> - Daytime - Outdoors in a green space (e.g., in a garden) 	<ul style="list-style-type: none"> - The rabbit (it is called Fluffy) - Her mom - Olivia, herself (invisible in the drawing) - Her dad, her grandmother, her grandfather (invisible in the drawing) 	<ul style="list-style-type: none"> - A green space (a garden) - Olivia's mom - A rabbit - A colorful rainbow - The sun - A flower - The cloud - The grass 	<p>D: Blue, Green, Purple</p> <p>R: Orange, Yellow, Black/Brown</p>	<ul style="list-style-type: none"> - The rabbit jumps. - When the rabbit jumps it creates the rainbow in the sky (imaginary experience). - She likes the flower because it is beautiful and smells nice. - She likes to pick the flower and take that home. - She is with her mom, dad, grandfather and grandmother. 	<p>*→ It was her second participation in the Creative Session.</p>	<ul style="list-style-type: none"> - Physical Play (jumping). - Sense of smell (e.g., smelling the fragrant flower in the garden). - Visual attractions in the nature (e.g., looking at the beautiful flower and rainbow). - Close interaction with animals (e.g., interaction with the rabbit in the garden). - Close interaction with the nature and natural elements (e.g., being in the nature and green space, interacting with the rainbow, flower and the rabbit). - Family-oriented experiences (e.g., being with her mom, dad, grandmother and her grandfather). - Magical fantasy experiences and excitement (e.g., in the garden when rabbit jumps, it creates a rainbow in the sky). - Planting flowers and enjoy observing their grow stages - Picking the flowers and taking them home
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<p>Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015</p>	<p>No. 37</p>	<p>Girl (*Olivia)</p>	<p>5 years old</p>	<p>-</p>	<p>- Outdoors and indoors (in the house and its surroundings)</p>	<p>No one</p>	<p>- A house (that no one lives there) and is located in another city. - A splinter in the sky - A ladder for climbing up - There are her dad's bottles in the house. - There is a white window.</p>	<p>D: White, Green R: Blue, Blue, Orange, Purple, Brown</p>	<p>- A house (that no one lives there) and is located in another city. - A splinter in the sky - A ladder for climbing up - There are her dad's bottles in the house. - There is a white window.</p>	<p>She did not described any especial story about this drawing.</p>	<p>- Family oriented experience (e.g., drawing the house) - Climbing up the ladder to access the home - Close interaction with the sky</p>
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Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (dominant & recessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 09.06.2015 (Second session on this day)	No. 38	Girl (Sofie)	5 years old	-	- Daytime - Indoors (in the ice cream house) and outdoors (around the ice cream house in the urban space)	- The man who makes ice creams. - Sofie, herself (invisible in the drawing) Sofie is not around the ice-cream house but she is on the way.	-An ice-cream house -A man who makes ice creams in the ice-cream house - A seesaw/teeter-totter (near the ice-cream house, in the open urban space) -The clouds -The sun	D: Blue, Blue, Red, Black R: Green, Yellow	- A man who makes ice creams in the ice-cream house. - Sofie is not in the ice cream house but she is on the way to buy ice cream. - There is a seesaw (near the ice-cream house, in the open urban space). - Sofie likes to be in the ice-cream house and she said she likes the blue one.		- Being outdoors/Going out (e.g., going out to buy the ice cream; going to the ice cream house). - Buying and eating (ice cream). - Playing with play equipment and elements (e.g., playing on the seesaw installed in the urban environment). - Being independent (e.g., she is alone and goes independently to the ice cream house for buying the ice cream).

<p style="text-align: center;">Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 09.06.2015 (Second session on this day)</p>	<p>No. 39</p>	<p>Girl (Ella)</p>	<p>5 years old</p>	<p>-</p>	<ul style="list-style-type: none"> - Daytime - Outdoors (in 'Schützerplatz' area; this area, has a playground and is in the neighborhood of her home) - In the playground (In an open environment that is in the neighborhood of her house. She calls that area 'Schützerplatz'). 	<ul style="list-style-type: none"> - Ella, herself - Her mother - Other people and children 	<ul style="list-style-type: none"> - 'Schützerplatz' area - The playground - The slide and swing - Ella's mom and other people on the hill - The swing and water-based equipment in the playground - The hill in 'Schützerplatz' (the green area) - Ella, herself - Her mom - other people 	<p>D: Green, Blue</p> <p>R: Black, Brown, Ochre</p>	<ul style="list-style-type: none"> - The open area around her house which is called 'Schützerplatz' (name of an area). - She likes this area and enjoys being there because there is a playing space (playground) with play equipment/elements there (e.g., the swing, a slide, etc.). - Children can play with the water—in the water feature installed in the playing space. - There is a hill in this area. - Ella is playing on the swing. - Ella's mother and some parents are on the hill; they sit and rest there and observe their children from the hill. 	<ul style="list-style-type: none"> - Being outdoors (in 'Schützerplatz' area; this area, has a playground and is in the neighborhood of her home). - Water-based amusement, experiences, and activities (e.g., playing with the water—in the water feature installed in the playing space). - Sociability and making new friends (e.g., playing with other children in a public playing space). - Using, interacting, and playing with the play equipment, elements, toys, and settings (e.g., playing on the slide and swing; playing with the water—in the water feature installed in the playing space). - Physical Play; Sport (e.g., riding the bicycle in the urban area; climbing up or down the hill). - Being in the high place and having the bird's eye view (e.g., sitting and resting on the hill and watching the children who are playing down the hill in the playground). - There is a hill in 'Schützerplatz' that children and parents can sit, rest and enjoy the sight). - Resting and observing (e.g., lying or sitting on
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<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015</p>	<p>No. 40</p>	<p>Girl (Gracia)</p>	<p>5 years old</p>	<p>“Zooparadies” (In English: Zoo Paradise)</p>	<p>- Daytime, - Outdoors, in a green space, like in a park or zoo or forest.</p>	<p>- Gracia, herself</p>	<p>- Gracia with her bag in a green space (she has called that Zoo Paradise) - An apple tree - Tree flowers - The Soil (earth) - Sun that smiles - The Grass</p>	<p>D (respectively): Green, Red, Yellow R: Blue, Brown, Purple</p>	<p>- Picking apples and flowers. - Putting apple and flowers in her bag. - Eating an apple - She likes the colorful flowers. She finds them beautiful. She has drawn flowers in various colors purple, blue, and yellow.</p>	<p>- Being outdoors (e.g., going to a green space like a natural park, zoo, or a forest). - Visual attractions in the nature (e.g., watching the beautiful colorful flower and trees). - Close interaction with animals (she has called her story zoo paradise). - Close interaction with nature and natural elements (e.g., being in the nature and green space; interacting with the flowers and the trees like picking the flowers and fruits from the tree). - Picking the fruits from the tree and taking them - Picking the flowers - Enjoying observing the plants and their growth stages in the nature (e.g., watching the trees, fruits, and flowers; observing the fruits on the trees and their growth stages).</p>
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<p>No. 41</p>	<p>Boy (Mikail)</p>	<p>5 years old</p>	<p>"Mikail aus Deutschland" (In English: Mikail from Germany)</p>	<p>- The focus is on indoor environment , inside his house including the living room, the cellar, the attic, etc.). - He takes the sofa to the outdoor environment around his home (in the yard or garden) for sleeping and lying on.</p>	<p>Mikail, himself</p>	<p>- Mikail (invisible in the drawing) - His home - The name of his home is 'Home No. 1'; because it is a one-year old home; a new Living room space: Himself (invisible), - A door - A couch - A window - A TV on the table - A closet (invisible in the drawing) - A cellar and its kitchen (invisible in the drawing) - A Sofa in the cellar - An attic with a bed.</p>	<p>Green and Black - He has not colored the objects in his drawing. - He just has drawn the outlines of the objects in Green and Black.</p>	<p>- Taking the sofa out of the cellar and sleep on that outside. - Sitting on the couch inside the living room and watching TV. - Watching Mickey Mouse, Tom and Jerry, and "Feuerwehr-Kinderfilm" (In English: "Fire Station—Children's film"). - Playing with the toys in living room. - Getting familiar with Mr. Günter; Günter is the name of their neighbor who lives in the house number 2.</p>		<p>- Being indoors (e.g., he enjoys spending his time at the new home). - Close interaction or connection with the house, its spaces, and household furniture (e.g., organizing the household furniture in the new home and using them, for example sitting down on the sofa and lying on the couch in the living room or the attic). - Relaxation and resting at home; watching TV (e.g., sitting in the armchair or lying/sitting on the couch in the living room and watching movies and cartoons like "Mickey Mouse" and "Tom and Jerry"). - Family-oriented experience (e.g., spending his time at home with the family and doing various activities like watching movies and playing with toys). - Playing with play equipment, elements, and toys (e.g., playing with toys at home). - Socialization (e.g., getting familiar with the people who live in their neighborhood). - Being outdoors (e.g., taking the sofa out of the cellar to the yard and sleeping on that).</p>
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<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015</p>	<p>No. 42</p>	<p>Boy (Fabian)</p>	<p>6 years old</p>	<p>“Baumland“ (In English: land of trees)</p>	<p>- Daytime - Outdoors, in the forest</p>	<p>- Fabian, himself - Other people (they have hidden behind the trees; they are playing hide-and-see k with Fabian).</p>	<p>- Fabian, himself - The green space of the forest and its trees. - Three trees (2 of them have fruits). - The grass - Other people who have hidden behind the trees (invisible in the drawing)</p>	<p>D: Brown, Green</p>	<p>- He is in the forest. - He likes climbing up the trees and picking the fruits. - It is interesting for him to run in the forest. - Playing soccer and hide- and-see k with other people/children in the forest.</p>	<p>- Being outdoors (e.g., going to a forest and having adventure in the nature). - Close interaction with nature and natural elements (e.g., being in the green space of the forest, interacting with the plants and trees, climbing up the trees, and picking the fruits from the trees) - Physical Play; Sport; Game-with rules (e.g., playing hide-and-see k, playing soccer, running in the forest, and climbing up the trees). - Experiences in the nature (e.g., exploration in the nature; climbing up the trees and picking the fruits from the trees). - Socialization (e.g., making new friends and playing soccer or hide- and-see k with them).</p>
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<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015</p>	<p>No. 43</p>	<p>Girl (Ecrin)</p>	<p>6 years old</p>	<p>“Schmetterling” (In English: the butterfly) “Herzschmetterling” (In English: heart-butterfly)</p>	<p>-Daytime - Outside, in a green space (e.g., in a garden, park).</p>	<p>- Ecrin, herself - The rainbow which is her playmate.</p>	<p>- Ecrin, herself - A tree - A flower - A rainbow - A house - The sun - The grass - A butterfly in the house (invisible in the drawing). - Other children who are hidden behind the trees.</p>	<p>D: Green R: Yellow, Blue, Red, Very limited: Purple Colors of rainbow: Green Yellow, Red, Blue Colors of flower: Red, Purple, Green</p>	<ul style="list-style-type: none"> - Playing with the rainbow - Speaking (trying to create communication with rainbow in order to play with it). - First the rainbow says: “I don’t want to play” but then it says: “Ok, let’s play”. - Playing football with the rainbow. - The house can speak too and want to play with her and the rainbow. - Rainbow talks to house, it says “You cannot play with us”. The house cries. - The butterfly first is in the house (in Germany). Then, it leaves the house and flies outside in the green space. - There is another child there; but because she is scared of Ecrin she hides behind the tree and she does not want to be her friend and plays with Ecrin. Because of that, she plays with the rainbow (instead of playing with the child). 	<ul style="list-style-type: none"> - Socialization, making new friends, and creating communication and playing with them - Role Play; Fantasy Experiences (e.g., creating communication with the ‘rainbow’ and the ‘house’ and playing with them; she consider the objects as her playmates and talks to them). - Being outdoors (e.g., talking to the rainbow, playing outside with the rainbow; in her story, the butterfly leaves the house and flies outside, in the green space). - Physical Play, Sport Play, Playing Game with Rules, Social Games (e.g., playing hide-and-seek and football, running in the forest, climbing up the trees). - Visual attraction (e.g., being interested in colourful rainbow and the flowers).
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Place & date of creative session	Reference No. of the Drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (dominant & recessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015	No. 44	Girl (Güllü)	4 years old	-	- Daytime - Indoors, inside the home.	- Güllü, herself - Her cats - Her friends	- A house - The sun - A tree (an apple tree) - The cloud - A car (outside) - Güllü, her cats, and her friends that are in the house and playing together (invisible in the drawing).	D: Green, Blue, Blue R: Yellow, Red Very limited: Purple	- Playing with her toys at home. - She likes her cats and plays with them at home. - Her friends are also with her at home and they play together.	She did not tell that much about her story.	- Close interaction with the animals, birds, and insects (e.g., playing with her cats at home). - Socialization (e.g., inviting her friends over and playing with them). - Being indoors (e.g., enjoying spending her time at home and playing with her cats and toys).
	No. 45			"Im Meer" (In English: in the sea)	- Daytime - Outdoors, at the sea	- Güllü, herself	- Güllü, herself, (she has written her name on the sheet) - The sun - The rainbow - The sea (the water)	D: Yellow, Blue, Blue R: Red, Green Purple	She is in the sea and plays with her ball in the water.	She has adopted her drawing from her teacher's drawing.	- Being outdoors (e.g., being at the beach). - Close interaction with the nature and natural elements (e.g., being at the sea, playing in the water; and watching the rainbow). - Physical play; water-based amusement, experiences, and activities (e.g., playing with the ball in the sea). - Playing or interacting with the play equipment,

											elements, toys, and settings (e.g., playing with the ball in the sea).
The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015	No. 46	Boy (Kerim)	4 years old	“Polizei” (In English: Police; Police Station)	- When: In Daytime - Where: In the outdoor environment, on the street.	- Kerim, himself, - Police - Kerim’s friend, Joel (Kerim and Joel sat next to each other in Creative Session).	- Kerim, himself, - Police & policeman - Kerim’s friend (Joel) - The car - The police car, - Three police trucks or police vehicles for carrying heavy goods/things (In German: Politzei-LKW). -The Sun, -The water (probably a swimm tube) -There are many fish in the water (though Kerim has drawn just 2 fish).	D: Blue R: Yellow	- Kerim’s friend (Joel) has fallen in the water (probably in a river) next to the street, because he (Joel) had a car accident. Kerim’s car has hit him (accidentally). - The police car is in the water to save Joel. - Kerim is waiting next to the police truck. - The cars and police cars have stopped in the street because of the accident.	He depicted and described the scenes of a car accident and involved his friend (Joel) in his story which was like getting involved together in a socio-dramatic play; during the session they communicated and interacted with each other. Because of that Joel’s (No. 48) drawing is also relevant to this drawing.	- Being outdoors (e.g., going outdoors, driving on the street and having a car accident). - Experiences or characters influenced by the cartoons, cartoon characters, movies, computer games or story books (e.g., getting involved in an imaginary situation—relevant to a car accident—and depicting the scenes; it was like playing a socio-dramatic play with his friend and describing and acting the main roles that were the police, the policeman, and the drivers). - Socio-dramatic Play; Make-believe Play (e.g., depicting and describing the scenes of a car accident and involving his friend (Joel) in his story which was like getting involved in a socio- dramatic play; during the session they communicated and interact with each other). - Action, Adventure and Risk-taking Experiences (e.g., cooperating with the policeman to save his friend who had fallen into the river because of the car accident).

											<p>- Courage and Sense of Power, Control, Strength, and Victory (e.g., acting as a hero and cooperating with the policeman to save his friend who had a car accident and fallen into the river).</p> <p>- Socialization and being independent (e.g., acting like an adult in his story: being alone in the street, driving the car, having a car accident, trying to save his friend, talking to the policeman, etc.).</p>
<p>POINT:</p> <p>Kerim and Joel developed their stories together (No. 46 & No. 48).</p> <p>Joel has a role in Kerim's story.</p> <p>Their themes are similar and during the drawing process and developing their stories they communicated a lot and involved each other. It was like playing a socio-dramatic play with each other.</p> <p>Some common key words in their stories: the Police, Hero, Accident, Action, Risk-taking Activities, Saving People, Sense of Control and Power.</p>											

<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015</p>	<p>No. 47</p>	<p>Boy (Kerim)</p>	<p>4 years old</p>	<p>“Monsterpolizei ” (In English: Monster Police) “Monster von Mr. B” (In English: Mr. B’s Monster)</p>	<p>Outdoors, in urban space (in the street)</p>	<p>- Kerim, himself - The Monster- snake (an imaginary animal or creature) - The police car - The crocodile</p>	<p>- Kerim, himself - Monster-snake - Police car - The crocodile</p>	<p>Green</p>	<p>- There is a monster- snake (the imaginary animal) which has a car. It has a police car. - Kerim tries to drive the monster-snake’s car (the police car). It makes it angry. Thus, it appears (probably to fight). But the crocodile eats the monster-snake.</p>	<p>His story was not very understandable. In his story, the characters and the events did not formed well to be understood clearly.</p>	<p>- Experiences or characters influenced by cartoon, cartoon characters, movies, or story books (e.g., fighting between Kerim, the monster-snake and the crocodile; trying to drive the monster’s car and escape). - Being outdoors, acting as an adult, and being independent (e.g., being alone outside and driving a car like an adult). - Physical Play; Rough- and-tumble Play (e.g., fighting between Kerim, the crocodile and the monster-snake). - Sense of Power, Control, Strength, and Victory (e.g., facing with the monster- snake and driving its car which makes it angry). - Adventure, Action, Risk- taking Activities and Frightening Experiences (e.g., fighting between Kerim, the monster-snake, and the crocodile; driving the car and escaping).</p>
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<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015</p>	<p>No. 48</p>	<p>Boy (Joel)</p>	<p>4 years old</p>	<p>“Polizeistation” (In English: Police Station)</p>	<p>Outdoors, in urban space (in the street)</p>	<p>Joel, himself, (He imagines himself as a policeman)</p>	<ul style="list-style-type: none"> - The rainbow - The clouds - A silver police car (which is his car) - A police trucks 	<p>D: Black R: Blue Very limited: Green, Red</p>	<ul style="list-style-type: none"> - He drives his silver police car (It seems that he think of himself as a policeman). - He said that his name had been written on the car. - He has a car accident. - There are police trucks and stations nearby. - The police trucks are really fast. - After the accident, his friends come to that street. 	<p>His story is relevant to Kerim’s story (No. 46). They developed their stories and drawings in parallel and communicated with each other during the Creative Session. It was like getting involved in an imaginary socio-dramatic play. That is the reason that their stories are relevant (No. 46 & No. 48).</p>	<ul style="list-style-type: none"> - Being outdoors (e.g., being outside; driving a police car on the street). - Socio-dramatic Play; Make-believe Play (e.g., depicting and describing the scenes of a car accident and involving his friend (Kerim) in his story which was like getting involved in a socio-dramatic play; thinking of himself as a policeman who had a car accident; owing a silver police car). - Courage and Sense of Power, Control, Strength, and Victory (e.g., acting as a policeman who owns and drives a silver police car). - Being independent (e.g., acting independently like an adult: being a policeman who owns and drives a silver police, driving on the street and having a car accident). - Being interested in an especial occupation and its working context as an adventurous experience (e.g., thinking of himself as a policeman who owns a silver police car and drives on the street where there are police trucks and stations nearby). - Sense of speed and agility (e.g., the fast police cars and trucks).
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	No. 49	Boy (Joel)	4 years old	<p>“Regenbogen”</p> <p>(In English: Rainbow)</p>	<p>- Outdoors, in a green space like in a forest</p> <p>- Joel is inside the snail shell in that green space</p>	<p>- Joel, himself</p> <p>- The snail</p>	<p>- The snail’s shell (In German: Schneckenhaus)</p> <p>- Joel, himself inside the snail’s shell (he is invisible in the drawing)</p> <p>- The tree (invisible in the drawing)</p> <p>- The water/river (invisible in the drawing)</p>	Green	<p>- He is inside the snail shell which is in the flowing water (river).</p> <p>- He jumps out of the shell (in the flowing river) to catch the tree.</p> <p>- The snail can speak.</p>	<p>- Being outdoors (e.g., being in a natural space like a forest; being inside the snail’s shell in the flowing river).</p> <p>- Being indoors (e.g., being inside the snail’s shell).</p> <p>- Close interaction with the nature and natural elements (e.g., being in the forest; being inside a snail shell which is in a flowing river).</p> <p>- Close interaction with the animals, birds, and insects (e.g., talking with a snail; staying in the snail shell).</p> <p>- Experiences in the nature (e.g., being inside the snail’s shell in the flowing river; jumping out of the snail’s shell –which is in the flowing river– to catch the tree).</p> <p>- Dramatic Play; Imaginary activities/experiences (e.g., talking with a snail; being inside the snail shell which is in the flowing water (like a river)).</p> <p>- Physical Play (e.g., jumping out of the snail’s shell –which is in the flowing river– to catch the tree).</p> <p>- Sense of privacy and having his/her own space (e.g., being inside the snail’s shell).</p> <p>- Visual attraction (e.g., looking at the snail’s shell).</p>
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No. 50	Boy (Alper)	4 years old	<p>“Polizei” (In English: Police; Police Station)</p>	<ul style="list-style-type: none"> - Daytime - Outdoor environment 	<ul style="list-style-type: none"> - The child (Alper), himself - His sister - His friends 	<ul style="list-style-type: none"> - Alper, himself (He is the tallest one with blue hair). - His sister - Other people (They are his friends) - An apple - The balloons - The sun - The written numbers 	<p>He has drawn the outline of the objects.</p> <p>D: Blue, Green</p> <p>R: Red, Yellow</p>	<ul style="list-style-type: none"> - Playing “Power Rangers” with his friends. - Being with his sister and playing with their balloon. - They release their balloon into the air (sky). - The balloons bursts in the sky and falls down. 	<p>Listening to the other children’s stories and being influenced by them, did not let Alper to develop or explain his original story completely. Even the name that he gave to his drawing was imitated from other children (Kerim and Joel). He gave the same name “Polizei” which is irrelevant to his own drawing and story. The forms of characters in his drawing are like cartoon characters like aliens.</p>	<ul style="list-style-type: none"> - Being outdoors - Experiences or characters influenced by cartoons, cartoon characters, computer games, movies, or story books (e.g., playing “Power Rangers” with his friends in outdoor environment). - Socio-dramatic play based on (imaginary) superheroes or role models (e.g., playing “Power Rangers” with his friends in the outdoor environment). - Physical Play; Rough-and-tumble Play; Fighting Games with (between) the Imaginary Enemies; Dramatic Play (e.g., children play a role play based on “Power Rangers” characters—a socio-dramatic play). - Sense of Power, Control, Strength, and Victory (e.g., acting as a hero or superhero in a role play with other children, based on “Power Rangers” characters—a socio-dramatic play). - Playing and interacting with the play equipment, elements, toys, and settings (e.g., playing with the balloon with his sister in the outdoor environment and releasing that into the sky). - Being surprised Bursting and making sound
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												<p>(e.g., being surprised when the balloon bursts in the air and falls down).</p> <p>- Visual attraction (e.g., releasing the balloon into the sky).</p>
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<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015</p>	<p>No. 51</p>	<p>Boy (Alper)</p>	<p>4 years old</p>	<p>"Spider-Man"</p>	<p>- Daytime - Outdoor environment (in the urban space where there are 3 ninjas and the evil). - Indoor environment (in Alper's home where Alper plays with Super-Man).</p>	<p>- Three ninjas including Fire Ninja, Blue (Water) Ninja, Earth Ninja (the heroes in outdoor environment). - Spider-Man (Alper's hero whom he plays with)</p>	<p>- Three ninjas including Fire Ninja, Blue (Water) Ninja, and Earth Ninja. - The evil - The balloon - The Sun - Alper, himself that is at home (invisible in the drawing).</p>	<p>He has drawn the outline of the objects. D: Blue R: Orange, Green, Yellow (respectively)</p>	<p>- Three ninjas (including Fire Ninja, Blue (Water) Ninja, and Earth Ninja) fight with the devil. - The ninjas defeat the devil and survive. - The balloon falls down at the ground (relevant to Alper's previous drawing). - Alper is at home and plays with water and his Spider-Man.</p>	<p>His drawing (story) includes two scenes: 1) One story is about Ninjas and evil in the outdoor environment. 2) The other story is about Alper who plays with his Spider-Man at home.</p>	<p>- Being outdoors (e.g., being in the urban spaces). - Being indoors (e.g., being at home). - Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., in the story the characters are: the three ninjas including Fire Ninja, Blue (Water) Ninja, Earth Ninja, the devil, and Super-Man. The experiences include: fighting between ninjas and the devil; playing with Spider-Man). - Physical Play; Rough-and-tumble Play; Fighting Games with (between) the Imaginary Enemies (e.g., fighting between the 3 ninjas and the devil). - Playing or interaction with the play equipment, elements, toys and settings (e.g., playing with Spider-Man figure at home; playing with the balloon in outdoor environment). - Socio-dramatic play based on (imaginary) superheroes or role models (e.g., playing with Spider-Man at home; maybe he has a Spider-Man figure; fighting between ninjas and the devil). - Experiences based on the main four elements of the</p>
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											<p>nature: Water, Earth, Fire, and Air (e.g., in this story there are 3 ninjas including Fire Ninja, Blue (Water) Ninja, and Earth Ninja).</p> <p>- Sense of Power, Control, Strength, and Victory (e.g., acting as a hero or superhero in a role play like the ninjas and Spider-Man).</p>
<p>The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015</p>	No. 52	Boy (Utku)	4 years old	-	<ul style="list-style-type: none"> - Daytime - Outdoors, in a green space 	- Utku, himself	<ul style="list-style-type: none"> - A house - The grass - The balloons - The sun - The numbers (in Arabic) - His dog - A dolphin 	<p>D: Blue, Green</p> <p>R: Yellow, Black, Purple</p>	<ul style="list-style-type: none"> - He plays with the balloons in the green environment around his house. - He goes for a walk with his dog. - He plays with his toys at home. - He has bought everything. 	<p>During the communication phase, he mentioned the drawn objects, but he explained very little about experiences in his story.</p>	<ul style="list-style-type: none"> - Being outdoors (e.g., walking in the nature or urban spaces). - Close interaction with the nature and natural environment (e.g., going for walk in the nature). - Close interaction with the animals, birds, or insects (e.g., walking with his dog in the nature; interaction with the dolphin). - Playing with play equipment, elements, toys, or settings (e.g., playing with the balloons in the outdoor environment). - Money-oriented experiences (e.g., affording to buy everything; shopping everything).

<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015</p>	<p style="text-align: center;">No. 53</p>	<p style="text-align: center;">Boy (Elias)</p>	<p style="text-align: center;">4 years old</p>	<p style="text-align: center;">“ELIAS” (his own name)</p>	<ul style="list-style-type: none"> - Daytime - Outdoors, in a natural playground (playing space in the nature) 	<ul style="list-style-type: none"> - Elias, himself - His brother, Eddin 	<ul style="list-style-type: none"> - The apple trees - The big trampolines that have been fastened to the top of the apple trees. - Some holes in the (apple) tree for the squirrels to stay (as their homes). - A large cloud - The sand (on the ground, surface of the playground) - His name, “ELIAS” 	<p>D: Brown, Red</p> <p>R: Blue, Green</p>	<ul style="list-style-type: none"> - A small apple has already grown on the apple tree. - A trampoline has been fastened to the top of the apple trees. - Elias and his younger brother (Eddin) play hide-and-see on the playground. - For playing hide-and-see, Elias counts the number in reverse (countdown) and usually starts from 10. - In playing hide-and-see, Eddin, sometimes makes mistakes in counting in reverse but Elias corrects him. <p>Other activities:</p> <ul style="list-style-type: none"> - Jumping on the trampoline (that has been fastened to the top of the apple tree) that and being able to pick the apples. - Having a bird’s eye view (on the trampoline) being able to discover a large area in the nature (natural playground). - A large cloud that wants to eat the storm because it is our friend (the cloud wants to avoid 	<p>Elias and Melonia  (another child who participated in this Creative Session) were really close friends; this encouraged them to get more involved, develop their stories well and to draw on several sheets of paper. They communicated, talked and made sounds during the process, though each one developed her/his story independently. For example, when he was drawing the trampoline he made the sound of jumping “beung, beung”. Also, Elias said that he could hear the sound of locomotive, “du, du, du”, though he himself did not draw (or have) any train in his story. The reason was that Melonia (who sat next to him) had drawn a train, so Elias could hear that. So they interacted with each other and motivated each</p>	<ul style="list-style-type: none"> - Being outdoors (e.g., going to a natural playing space—an integrated playground; spending time in the nature). - Family-oriented experience (e.g., playing with his brother like playing hide-and-see and counting or counting in revers with him). - Physical Play (e.g., climbing up the tree, jumping on the trampolines that have been fastened to the top of the apple trees). - Close interaction with the nature and natural elements (e.g., playing in the natural playground, climbing up the trees, picking the apples from the tree, installing the trampolines on the tree). - Close interaction with the animals, birds, or insects (e.g., caring about the nature and animals: creating holes in the trees – as home– for the squirrels to stay). - Discovering the nature, learning and trying adventurous experiences (e.g., climbing up the trees and jumping on the trampolines that have been fastened to the top of the trees let Elias to have a bird’s eye view and watching the nature from above). - Being in the high place and having a bird’s eye view (e.g., being on the top of the trees and jumping on
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<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015</p>									<p>raining and stop the sound of the storm).</p>	<p>other. It was like getting involved in a socio-dramatic play in their imaginary worlds.</p>	<p>the trampoline that has been fastened to the top of the trees).</p> <ul style="list-style-type: none"> - Physical Play; Social Play; Playing Game with Rules (e.g., playing hide-and-seek with his brother). - Picking fruits from the trees and eating them (e.g., picking apples from the tree and eating them). - Enjoying observing the plants and their growth stages in the nature (e.g., observing the apples on the trees). - Sense of responsibility (e.g., taking care of his younger brother and teaching him how to count or count in reverse in hide-and-seek play). - Fantasy experiences; Being interested in sunny days (e.g., in his story there is a strange cloud that eats the storm to avoid the rain; it keeps the weather sunny).
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<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015</p>	No. 54	<p>Boy (Elias)</p>	<p>4 years old</p>	<p>-</p>	<p>- Daytime - Outdoors, on the street</p>	<p>- Elias, himself - His brother, Eddin</p>	<p>A shield and 2 Es that represent Elias and Edin (Eddin, Elias)</p>	<p>D: Blue R: Red</p>	<p>He talked about something that he had experienced in the past, when he was with his brother in the outdoor environment, on the street. They found a shield and his brother said “it looks strange”. It was funny for him.</p>	<p>Elias has really close relationship with his small brother, Eddin.</p>	<p>- Being outdoors (e.g., going out and strolling through the streets). - Family-oriented experience (e.g., going out with his brother). - Sense of freedom, exploration, and curiosity: (e.g., strolling down/through the streets and exploring the environment; finding a shield on the street; looking at the clouds in the sky). - Interacting with the nature and natural elements (e.g., looking at the clouds in the sky).</p>
	No. 55					<p>- Elias, himself - His brother, Eddin</p>	<p>- A funny and interesting cloud in the sky - Elias, himself - His brother, Eddin</p>	<p>D: Blue</p>	<p>On the street they look at the cloud. Elias said “I have never seen a cloud like this” Eddin “Why it is like this?” The cloud’s form was funny and interesting for them.</p>		

<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015</p>	<p>No. 56</p>	<p>Girl (Melonia)</p>	<p>5 years old</p>	<p>“Ach, Charlotte” (Charlotte is a name of person; it seems irrelevant to the content of her story but maybe it is the name of one of her family members who lives in that capital city).</p>	<p>- On the train (the train driver is there) - Outdoors (Melonia is outside, in the green space watching the train)</p>	<p>- The train driver - Melonia, herself</p>	<p>- The train (ICE train) - The train driver - A cloud - An apple tree - Melonia, herself - A machine which is called “Again-Colorful Maker” (it is an imaginary machine that she has created).</p>	<p>D: Red, Brawn R: Green, Blue</p>	<p>Melonia is outside, in the green space and is watching the train (ICE) (in a capital city). The train stops because the train driver is hungry. He wants to pick the apple from the apple tree which is next to the train. He stands on the grass to pick the apple from tree. There is also a cloud that flies above the ICE. It goes to the apple tree since the cloud wants to pick the apple before the train driver. The train (ICE) driver drives the train and stops at “Again-Colorful Maker” (she created that name for a machine which colors the train). Then, that machine changes the colour of ICE (which was red and white). It makes that colourful like the rainbow colours.</p>	<p>Elias and Melonia (another child who participated in this Creative Session) were really close friends.</p>	<p>- Being outdoors (e.g., being in the outdoor public/urban spaces). - Travelling to an interesting destination (e.g., travelling to a capital city). - Sociability (e.g., being in the public environment and interacting with people like the train driver). - Using play equipment, or tools; Sense of creativity (e.g., using a machine which is called “Again-Colorful Maker”. It is an imaginary machine that changes the color of the train—which is white and red. It makes that colorful like the rainbow colors). - Close interaction with the nature and natural elements (e.g., interaction with the clouds and the apple tree). - Picking and eating the fruits from the trees. - Sense of competition, speed and getting the reward (e.g., the train driver and the cloud compete for picking the apple from the tree and eating that). - Sense of speed and agility (e.g., traveling on the ICE train represents the interest for the speed). - Fantasy experiences (e.g., the cloud that competes with the train driver for picking and</p>
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											eating the apple; an imaginary machine that changes the color of the ICE train –which is white and red— and makes that colorful like the rainbow colors).
<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015</p>	No. 57	<p style="text-align: center;">Girl (Melonia)</p>	<p style="text-align: center;">5 years old</p>	<p>“The train driver and treasure”</p> <p>It is relevant to her previous drawing.</p>	- On the train & Outdoors (it is next to the treasure)	- The train driver	- The train - The train driver - X sign that means there is a treasure around under the ground. - The treasure	Red	<p>After driving the train for a while, the train driver again stops; because he has found the sign X that means there is a treasure nearby. There is a treasure that has been buried under the sign X. The train driver needs a shovel for digging and unearth the treasure.</p>	It is relevant to her previous drawing.	<p>- A fantasy story and adventurous experiences (e.g., finding the treasure under the ground; meeting/facing a ghost child).</p> <p>- Adventure and Frightening Experiences (e.g., going under the ground –to find the treasure— and facing the ghost child).</p> <p>- Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., discovering and unearth the treasure; meeting/facing a child ghost under the ground).</p>
	No. 58			-	Outdoors (on/under the ground)	- A ghost that is still a child. - The train driver who has found the treasure.	- A ghost that is still a child - The train driver who has found the treasure.	Green, Red	<p>A ghost moves toward the train driver because it likes the driver. It is still a child.</p>	It is relevant to her previous drawing.	<p>- Close interaction with the nature and natural elements (e.g., digging the ground by the shovel for finding the buried treasure).</p> <p>- Sense of speed (e.g., traveling on the ICE train represents the interest for the speed).</p> <p>- Sense of trying, exploration and achievement (succeeding) (e.g., digging the ground by the shovel and finding the treasure).</p>
	No. 59			-	Outdoors (on/under the ground)	- The train driver	Three ‘X’ signs (that are symbol of the treasure). There are some other shapes in her drawing that she does not know what they are.	Yellow, Green	<p>There are three ‘X’ signs (that are symbol of treasure). They indicates there are more treasure for exploration. There are some other shapes that she does not know what they are.</p>	It is relevant to her previous drawing.	
	No. 60			-	Outdoors (on/under the ground)	- The train driver	- The track route. - A house with big window near the rack.	Blue, Brown	<p>After uncovering the treasure, the train driver keeps driving his train.</p>	It is relevant to her previous drawing.	

<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015</p>	<p>No. 61</p>	<p>Girl (Layomai)</p>	<p>6 years old</p>	<p>-</p>	<p>- Daytime - Outdoors (in a green space; in the urban space on the street)</p>	<p>- A girls with a scooter (that represents herself).</p>	<p>- A girls with a scooter. - The sun that smiles (it looks like a happy face). - An owl sitting on the tree (a branch of the tree). - An apple tree - A squirrel</p>	<p>A colorful drawing D: Brown, Green, Blue R: Orange, Purple, Yellow, Black</p>	<p>The girls rides the scooter on the street. She rides to an amusement park, called "Kinderwelt" which means "The World of Children". Since "The World of Children" (an amusement park) is not far, she can go there by her scooter. Then, she rides (in the city to buy an ice cream (Engeleis).</p>	<p>Drawings No. 61, No. 62, and No. 63 have some similarities since their painters (these 3 children: Layomai; Baptiste & Alishia) had sat next to each other during Creative Session and they partly imitated from each other.</p>	<p>- Being outdoors (e.g., going to the outdoor public spaces like going to an amusement park or the city center park; riding her scooter on the streets). - Sociability (e.g., spending time in a public place like an amusement park or the city center). - Being independent (e.g., riding her scooter and go for shopping independently; or going alone to an amusement park by her scooter). - Physical Play (e.g., riding a scooter). - Going to an interesting destination (e.g., riding her scooter and going to an amusement park which is called "Kinderwelt" which means "The World of Children"). - Buying and eating the ice cream - Close interaction with the nature and natural elements (e.g., watching the flowers and the apple tree in the nature; there is an owl on the tree and a squirrel on the grass near the tree). - Close interaction with the animals, birds, and insects (e.g., watching the owl which is on the apple tree; watching the squirrel which is near the tree on the grass).</p>
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<p>No. 62</p>	<p>Boy (Baptiste)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - Outdoors (in the outdoor green spaces; in the streets)</p>	<p>- Baptiste, himself - His mother</p>	<p>- Baptiste, himself - His mother - Two apple trees - A scooter/roller (with its wheel) - The grass - The sky - The sun - The flower</p>	<p>D: Brown, Green R: Orange, Yellow, Blue</p>	<p>- Going out for a walk with his mother. - Riding a scooter in the urban spaces. - Buying an ice cream</p>		<p>- Being outdoors (e.g., spending time in the green spaces or outdoor public spaces and the street). - Family-oriented Experiences (e.g., being with his mom). - Socialization (e.g., spending time in the public spaces). - Strolling through the streets and exploring the environment (e.g., walking with his mom and buying an ice cream; riding a scooter and exploration in the urban spaces). - Physical Play (e.g., riding a scooter and exploration in the urban spaces). - Buying and eating the ice cream - Interacting with the nature and natural elements (e.g., like apple trees and the flowers)</p>
<p>No. 63</p>	<p>Girl (Alishia)</p>	<p>6 years old</p>	<p>-</p>	<p>- Daytime - Outdoors, in the forest</p>	<p>- Alishia, herself</p>	<p>- Alishia, Herself, - A tree - An owl - A scooter on the grass that is off - The sky, - The Sun, - The Cloud behind the owl, - A red triangle (maybe it is a package) that is carried by the scooter. - The Wall,</p>		<p>- She rides her electric scooter in the city; she goes for shopping. - Then, she goes to the forest by her electric scooter. - In the forest, she turn off and lock her scooter to go for walking. - Then, she walks alone in the forest and enjoy the nature and exploring that. - She said 'Kinderwelt' (an</p>		<p>- Being outdoors (e.g., going to a forest). - Being independent (e.g., being alone and going everywhere independently like going to the forest and the city center). - Close interaction with the nature and natural elements (e.g., like going to the forest and walking in the green space).</p>

							- Her name (above the scooter)		Amusement Park) is too far her; thus, she does not go there.		- Walking in the forest and exploring the nature - Riding an electric scooter (in the urban spaces) - Shopping in the city
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Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (<u>d</u> ominant & <u>r</u> ecessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)	No. 64	Boy (Maximilian)	5 years old	-	- Daytime - At the beach	- Maximilian, himself	- Maximilian, himself - The beach, - The sea (water) - The palm tree - The sun - The sky		-He is at the beach. -He walks toward the palm. -He climbs up the palm. -He sits on the top (highest part) of the palm and catches the sun. -The sun is red and yellow. It is red because it is hot.		- Being outdoors (e.g., being at the sea/beach). - Close interaction with the nature and natural elements (e.g., like going to the beach, climbing up the palm tree, and catching the sun). - Physical Play/Activity (e.g., climbing up the palm tree). - Being in the high place and having a bird's eye view (e.g., being on the top of the palm tree in order to catch the sun). - Imaginary experiences that represents sense of achievement and success (e.g., climbing up the palm in order to catch the sun).

<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 65</p>	<p>Boy (Maximilian)</p>	<p>5 years old</p>	<p>-</p>	<p>- In the swimming pool (He did not mentioned it is indoor or outdoor swimming pool)</p>	<p>- Maximilian, himself - His mother</p>	<p>- Maximilian, himself - His mother - The swimming pool - Various (water) slides in different colors - A ladder for climbing up and accessing the slides - The swimming pool (the water on the surface that shows the swimming pool)</p>	<p>He has drawn the outline of the objects. Blue, Orange, Green</p>	<p>- He likes sliding on (water) slides in different colors, especially on the blue and purple ones because they have longer sliding section and higher starting point. - The orange slide is for his mother to slide on. - He says that he slides on the slide alone.</p>	<p>- Going out and socialization (e.g., going to a public water park or swimming pool). - Water-based playing and amusement (e.g., sliding on the water slide and falling into the swimming pool; swimming, playing in the water, and diving into the pool). - Physical Play (e.g., playing on the curved water slides; playing or swimming in the pool). - Sense of achievement, success, and victory (e.g., climbing up the ladder to access the slide which has got the highest starting point and longest sliding section among the available slides in the park). - Being independent (e.g., he plays on the slides independently without his mother's support). - Visual attraction (e.g., the availability of water slides in different colors in the park creates a visual attraction).</p>
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<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 66</p>	<p>Girl (Melodi)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime (a sunny day) - Outdoors, in a green space</p>	<p>- Melodi, herself - Her mother (invisible in the drawing)</p>	<p>- Melodi in a red dress - An apple tree - The sun - The rainbow - A butterfly</p>	<p>D: Red, Green, Brown, Blue, Yellow, Blue, , Orange Very limited: Black, Skin color</p>	<p>- She walks toward the apple tree. - She climbs up the apple tree and flicks the apples. - She plays with her mom.</p>	<p>She did not talk that much about the experiences in her story. She talked more about the things/objects that she has drawn. Some of the experiences that she mentioned have not been drawn; they are not visually clear in her drawing.</p>	<p>- Being outdoors (e.g., being in a green space; in a natural environment) - Family-oriented experience (e.g., being with her mom and playing with her). - Close interaction with the nature and natural elements (e.g., climbing up the apple trees and flicking them; watching the rainbow in the sky) - Interaction with the animals, birds, and insects (e.g., watching the butterfly which is flying). - Visual attraction (e.g., wearing a beautiful red dress, drawing a colorful butterfly and rainbow) - Flicking the apples on the apple tree (picking the apples from apple tree).</p>
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<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 67</p>	<p>Girl (Vayola)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - Indoors (at home) - Outdoors (in the meadow of flowers around her home)</p>	<p>- Vayola, herself - Her mom - Her family</p>	<p>- Her house (a family house) including: her room, her sister's room, and her parent's room. She has drawn 4 windows. - The meadow of flowers which is next to her house (In German: Blumenwiese). - The flowers in different colors (red, yellow, white, and green flowers). - The tulips - A pine tree (or a fir tree) - The sun - The sky</p>	<p>Green, Yellow, Red, Blue</p>	<p>- She is at home; she is playing. - She plays 'Mensch ärgere Dich nicht' with her mom at home (Name of the game in English: Man, Don't Get Angry).</p>		<p>- Close interaction with the nature and natural elements (e.g., being in a meadow of flowers next to her house which has a pine tree and different types of flowers –in different colors— like tulips). - Family-oriented experiences (e.g., playing at her home with her mom) - Playing with toys; Game-with-rules (e.g., playing 'Mensch ärgere Dich nicht' with her mom. Name of the game in English: Man, Don't Get Angry). - Resting (e.g., sleeping at home)</p>
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<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 68</p>	<p>Girl (Vayola)</p>	<p>5 years old</p>	<p>-</p>	<p>-Indoors, in an apartment in a skyscraper (a high rise).</p>	<p>- Vayola, herself - Her sister</p>	<p>-A skyscraper (high-rise building) - Vayola, herself (inside the apartment) - Her sister</p>	<p>Orange</p>	<p>- A person is cooking noodle in the apartment –which is on the top floor of the skyscraper (she did not mention that who is cooking). - Vayola and her sister are in the same apartment, which is on the top floor. - They are playing a role play, which is called “Mother, Father, Baby”. In the game, her sister plays the role of a mother. Her doll plays the role of a child. And Vayola, herself plays the role of a guardian (like a guardian angel). It shows that Vayola, takes care of her sister while she is playing.</p>	<p>- Being in the high place (e.g., being/living in an apartment which is on the top floor of a skyscraper). - Role Play; Socio- dramatic Play; Make- believe Play (e.g., playing ‘mother- father-child’ with her sister and doll at home. In the game, her sister plays the role of a mother. Her doll plays the role of a child. And Vayola, plays the role of a guardian like a guardian angel). - Cooking and eating (e.g., cooking and eating noodles). - Family-oriented experiences (e.g., playing with her sister and taking care of her at home; eating together at home). - Sense of responsibility (e.g., she plays the role of a guardian in the ‘role play’ in order to take care of her sister during playing).</p>
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<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 69</p>	<p>Girl (Vayola)</p>	<p>5 years old</p>	<p>-</p>	<p>-Daytime -Outdoors (probably at the beach)</p>	<p>- Vayola, herself</p>	<ul style="list-style-type: none"> - The beach - The sea - The slide (and its ladder) - A (coconut) tree 	<p>D: Yellow, Brown, Blue</p> <p>R: Green</p>	<p style="text-align: center;">→</p>	<p>This picture (No. 69) was drawn later by Vayola, when the teacher was communicatin g with the next child. Thus, this picture was found later among the other drawings and Vayola has not talked about that but considering the drawing objects some experiences can be explored. It has been imitated from other child's story (No.70).</p>	<ul style="list-style-type: none"> - Playing with the play equipment, elements, toys, and settings (e.g., playing on the slide which has been installed on the beach). - Close interaction with nature and natural elements (e.g., being at the beach, near the sea). - Climbing the tree - Physical Play; Water- based amusement or experiences (e.g., swimming or playing in the sea).
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<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 70</p>	<p>Girl (Achlya)</p>	<p>6 years old</p>	<p>-</p>	<p>- Daytime - Outdoors, at the beach (at the sea)</p>	<p>- Achlya, herself</p>	<p>-The beach (1: the small beach where the weather is sunny and 2: the large beach where the weather is rainy) -The sea (water) -The coconut trees -The palm trees -The sun - Achlya, herself</p>	<p>D: Blue, Yellow</p> <p>R: Green, Brown, Purple, Black, Skin color</p>	<p>She is at the beach. She is playing in the sand (with the sand). She climbs up the coconut tree and tries to pick the coconuts; but they falls from the tree into the sea. Thus, she again spends her time on the beach and enjoys the sun. She walks on the sand and her feet gets wet by the water. She completely lies on the sand (beach) and enjoys the sun. She gets a suntan. Then, she goes to the water to take the coconuts that were fallen into the water. The coconuts are under the water. Then, she again walks on the beach. Since the (sunny) beach is small, she decides to go somewhere else; to another beach which is larger/wider. She goes to the larger beach by a car; but after a while, since the weather gets rainy in that area (area of the large beach), she again comes back (by a car) to the small beach where it is sunny. The area of small beach is beautiful and she can see the beautiful sun. On the small beach, she can use the slide which is installed there (the slide is invisible in her drawing).</p>	<p>- Being outdoors (e.g., being at the seaside).</p> <p>- Close interaction with nature and natural elements (e.g., being at the beach, enjoying the sun, walking on the beach, playing with the sand, lying on the beach, climbing the palm or the coconut trees, and playing in the water).</p> <p>- Playing with the play equipment, elements, toys, and settings (e.g., playing on the slide which has been installed at the beach).</p> <p>- Climbing the tree (e.g., climbing the palm tree or the coconut tree).</p> <p>- Water-based amusement, or experiences (e.g., playing in the sea; diving into the sea and getting the coconuts – that are under the water— out of the sea; they have fallen into the sea from the tree).</p> <p>- Sense of trying, exploration and achievement (succeeding) (e.g., diving into the sea and getting the coconuts – that are under the water— out of the sea).</p>
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											<ul style="list-style-type: none">- Walking and exploration on the beach - Being independent (e.g., he was alone in all of her activities and enjoyable experiences; she did the activities independently). - Relaxation in peace and quiet in the nature: (e.g., lying on the beach and getting a suntan).
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<p style="text-align: center;">Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 71</p>	<p>Girl (Achlya)</p>	<p>6 years old</p>	<p>-</p>	<p>-Daytime -Indoors (at home) and outdoors (in the green space around her home)</p>	<p>-Main character: Achlya, herself -Secondary character: Her mom</p>	<ul style="list-style-type: none"> - Achlya, herself - Her home - The trees - A cherry tree - The flowers (a normal flower, a tulip, and a rose) - The grass - The sun - The sky 	<p>D: Green, Brown, Blue, Yellow, Red R: Skin color, Black</p>	<p>Her mom is cooking noodle with ketchup. She is preparing that. Achlya, goes out to walk in the green space (around her home) and intends to pick the flowers; but then she changes her mind and does not pick the flowers. Achlya watches the cherry tree and sits on the grass. It is a little bit wet, since it was raining. The flower also tells her that it was raining. There are three flowers: a rose flower (the small one), a normal flower (the medium one), and a tulip (the big one).</p> <p>She picks the rose flower and takes that to home for placing in the kitchen. She plants another rose (in the place of the previous rose flower in the ground) and waters that; so, the flower will grow quickly.</p> <p>The people of the house are: Achlya, her sister (Jasmin), her mom, her father, and her brother.</p> <p>She and her sister (Jasmin) look at the pictures, they paint/draw, and play together. They play 'Mensch ärgere Dich nicht'.</p>	<ul style="list-style-type: none"> - Cooking and eating (e.g., eating noodle with ketchup at home). - Family-oriented experience (e.g., eating at home with her mom/family). - Close interaction with the nature and natural elements (e.g., walking in a green space; watching the flowers, and the cherry tree; picking the cherries from the tree; planting and watering the flowers). - Manipulative and Constructive Play; Creative Play (e.g., drawing or painting with her sister). - Game-with-rules (e.g., playing 'Mensch ärgere Dich nicht' with her mom. Name of the game in English: Man, Don't Get Angry).
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									They have a cupboard (in their room) which is full of various toys and games (from top to bottom). Each time, they can take the one (the toy/game) that they like.		
<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	No. 72	Boy (Osman)	5 years old	-	<p>-Daytime</p> <p>-First, the weather is rainy and then it gets sunny.</p> <p>-First, he is at home with his family. Then, when the weather gets sunny they go out.</p>	<p>-Osman, himself</p> <p>-His family: his mother, his brother, and his father.</p>	<p>- A family house</p> <p>- The rainy weather (the rain)</p> <p>- There are various numbers on the door of their house (he said that they were for printing!)</p> <p>- Osman and his family (his mother, brother and dad) inside the home.</p> <p>- The sun</p> <p>- The sky</p> <p>- The lawn (the area of grass) around the house</p> <p>- Outdoor environment (e.g., going for a walk and going to Toys "R" Us for exploration, watching, and buying the car toys).</p>	<p>Blue, Green, Yellow</p> <p>Brown, Red, Orange</p>	<p>His mom is cooking pasta with ketchup and meat in the house. Osman is at home, behind the window since it is raining. He is at home with his mom, dad, and brother.</p> <p>Their house is surrounded by the lawn (an area of grass).</p> <p>When it gets sunny (when the sun shines again), Osman and his family go out for a walk and for shopping. They go to 'Toys "R" Us' for buying toy cars. He likes playing with toy cars.</p>	<p>- Being indoors (e.g., being at home when it is rainy).</p> <p>- Being outdoors (e.g., going out with his family for walking and shopping when it is sunny).</p> <p>- Family-oriented experiences (e.g., being at home with his family; his mom is cooking and they eat together—pasta with ketchup and meat; going out with his family for walking and shopping).</p> <p>- Cooking and eating together with his family at home</p> <p>- Going to an interesting destination (e.g., going to an interesting place public place for exploration, watching and shopping: going to Toys "R" Us for watching and buying the toys; he is interested in toy cars and playing with them).</p> <p>- Playing with the play equipment, elements, toys, and settings (e.g., playing with toy cars).</p>	

<p>Rabatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabatz e.V.) Date: 16.06.2015 (Second Session)</p>	<p>No. 73</p>	<p>Boy (Osman)</p>	<p>5 years old</p>	<p>-</p>	<p>-Daytime -Being outdoors with his family</p>	<p>-Main characters: Osman, himself and his family: his mother, his brother, and his father. -Secondary characters: other people</p>	<p>-The sky - The sun - The house -The grass -Osman and his family -Other people -Outdoors, going for buying the ice cream</p>	<p>D: Green, Blue, Yellow R: Red, Orange</p>	<p>There is a house; it is not their house. There are lot of people inside the house (probably it is a party there). Osman, knows those people barely (poorly). The people in the house are cooking together. They cook noodles with ketchup and spinach. It is sunny. Osman, goes out with her mom, dad, and brother. They go by their car. They buy ice cream.</p>		<p>- Family-oriented experiences (e.g., being with his family in the outdoor environment and in the party). - Being outdoors and socialization (e.g., going out with his family to a party, cooking and eating with the people in the party, and again going out with his family and buying the ice cream).</p>
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Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (dominant & recessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 17.03.2015	No. 74	Boy (Carrick)	6 Years old	-	- Daytime - Outdoors, in a playground which is in the neighborhood of his friend's house and the kindergarten.	- Carrick, himself - His friend, Gradi - Gradi's brother, Marlon	- Carrick, himself - His friend, Gradi - Gradi's brother, Marlon - His friend's house (Gradi's house) - A tree - The clouds - The sun - The playground (next to his friend's home). - The TV - He has written his name on the paper.	D: Brown R: Blue, Green, Yellow, Orange	- Going to his friend's house, (Gradi's home). - Playing with Gradi and watching the TV with him (for a short time). - Then, going outside with Gradi and his brother Marlon (Gradi's brother) and playing in the playground and on the grass (near the house). - Carrick buys an ice cream; it costs 1 Euro. - The weather is sunny and the sun shines.	-	- Socialization (e.g., going to his friend's home and enjoy getting together: watching TV, playing in the playground, and eating ice cream). - Being outdoors (e.g., playing in the playground; playing in the green space near his home). - Being indoors (e.g., spending time at home: watching the TV and playing with his friend at home). - Buying and eating ice cream

<p>No. 75</p>	<p>Boy (Efe)</p>	<p>5 years old</p>	<p>-</p>	<p>- Daytime - Outdoors, in the forest</p>	<p>- Efe, himself - His father - His mother - His sister - Naila (a family member or the baby sitter) - Leila (Naila's sister) - Samir (a family member or Naila's brother)</p>	<p>- The forest - The Sun - Two trees - Efe and his family members (his father, his mother, his sister) - Naila (the baby sitter) and Leila (her sister) and Samir (her brother) - Efe and Naila are invisible in the drawing but are included in the story.</p>	<p>D: Brown, Yellow R: Green, Skin color</p>	<p>- He goes home (probably from kindergarten); he goes to Naila (his babysitter) - His parents talk, decide, and plan for going to the forest. - They go to the forest together (Efe, his parents, his sister, Naila, and her sister and brother). - In the forest, Efe plays hide-and-seek with his father and his sister. - His father hides behind the tree and they look to find him and finally, they find him.</p>	<p>-</p>	<p>- Being outdoors; Family-oriented experiences (e.g., going to the forest with his family and babysitter). - Close interaction with the nature and natural elements (e.g., going out to the forest and playing there). - Physical Play; Game-with-rules (e.g., playing hide-and-seek). - Exploration in the nature (e.g., exploration in the nature and playing with his family in the forest—playing hide-and-seek).</p>
<p>No. 76</p>	<p>Boy (Tom)</p>	<p>4 years old</p>	<p>"Tom"</p>	<p>- Outdoors: in the forest - Indoors: in his bedroom, at home</p>	<p>- Tom, himself - His friends, Carrick & Max</p>	<p>- The place is the forest (the green shapes and lines in the drawing represents the forest and its trees) - Many clouds (the red shapes in the drawing No. 76 represents the clouds) - A sidewalk (the black shape in the drawing)</p>	<p>D: Red, Green, Olive green, Yellow R: Black, Pink</p>	<p>- Tom and his friends Carrick and Max are in the forest. - There are various clouds in different colors in the sky. - They play football in the forest. - Also, his friends (Carrick and Max) come to his home and they play football together in Tom's bedroom.</p>	<p>All the 3 drawings are connected (there are various scenes of the same story). Tom, really cares about colors like the colors of the clouds and colors of the fire (blue and red). He likes red and blue (same as the colors of the shirt that he has worn).</p>	<p>Experiences in drawings No. 76, No. 77, and No. 78: - Close interaction with the nature and natural elements (e.g., going to the forest, playing soccer in the forest, and watching the clouds and the fire). - Visual attraction like: - Being interested in the colors for example colors of the fire which are red and blue (see drawing No. 77). - Drawing the clouds in different colors including red, orange, blue, brown,</p>

<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 17.03.2015</p>	No. 77	Boy (Tom)	4 years old	"Tom"	<p>- Outdoors: in the forest</p> <p>- Indoors: in his bedroom, at home</p>	<p>- Tom, himself</p> <p>- His friends, Carrick & Max</p>	<p>The fire (Probably it is in the forest).</p>	<p>D: Red The color that is invisible in the drawing but interesting for him is blue.</p> <p>Colors of the fire are Red & Blue.</p> <p>Tom said that he likes the colors of the fire that are blue and red same as the colors of his shirt.</p>	<p>He likes the fire because of its color which is red and blue (same as the colors of his shirt). He said he really likes red and blue.</p>		<p>and purple (see drawing No. 78).</p> <p>- Socialization and being with his friends (e.g., inviting his friends over, playing with his friends and spending time with them both at home and outside).</p> <p>- Physical Play; Playing Game-with-rules; Social Play (e.g., playing soccer with his friends in the forest and at home).</p> <p>- Interaction with the four elements of the nature including earth, fire, air, and water (e.g., enjoying watching the fire, the clouds, and the sky; and interaction with the ground in the forest like playing soccer or walking on the grass).</p>
	No. 78	Boy (Tom)	4 years old								

	No. 79	Girl (Hani)	5 years old	-	<p>- Daytime</p> <p>- A fantasy place/land which is called 'Land of Butterflies'.</p> <p>(this land is behind the door of a heart; it is inside a heart)</p>	<p>- Hani, herself</p> <p>- Her cousin</p> <p>- The butterflies</p>	<p>- The sky</p> <p>- The clouds</p> <p>- The butterfly</p> <p>- The grass</p> <p>- Hani, herself (invisible in the drawing).</p> <p>- Her cousin, Kani (invisible in the drawing).</p> <p>- The rainbow (invisible in the drawing).</p> <p>- A gift which is a jar with shiny ribbon (invisible in the drawing).</p>	<p>D: Pink, Blue, Green, White</p> <p>R: Skin color</p>	<p>- Hani and her cousin (Kani) are in a fantasy land where butterflies live; it is called 'Land of Butterflies'.</p> <p>- They could access this land by opening the door of a heart.</p> <p>- Hani is following a butterfly.</p> <p>- She and her cousin follows the butterfly on the rainbow (probably they can walk on the rainbow in this land).</p> <p>- Hani and Kani find a jar with a shiny ribbon. It is a gift.</p> <p>There is a rainbow ribbon inside that.</p>	<p>- Travelling to an interesting destination or land (e.g., being in a fantasy world/land which is called "the Land of Butterflies").</p> <p>- The fantasy (imaginary) activities and magical experience (e.g., entering the Land of Butterflies by opening the door of a heart; following the butterfly on the rainbow; and finding a glass jar with a shiny rainbow ribbon inside).</p> <p>- Exploration, finding interesting and favorite things, and gaining rewards (e.g., finding a glass jar with a shiny rainbow ribbon inside in the Land of Butterflies).</p> <p>- Make-believe Play; Dramatic Play (e.g., being in the Land of Butterflies with her cousin is like playing an imaginary dramatic play with her: accessing the Land of Butterflies by opening the door of a heart, because it is inside the heart; following the butterfly on the rainbow; and finding a jar with a shiny rainbow ribbon inside).</p> <p>- Close interaction with the nature and natural elements in her fantasy world (e.g., interaction with the rainbow and butterfly: following the butterfly on the rainbow).</p>
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<p>No. 80</p> <p>&</p> <p>No. 81</p>	<p>Girl (Lucy)</p>	<p>5 years old</p>	<p>“Lisa and Marmitsch” (Lisa is Lucy’s mother).</p>	<p>- Participating in a wedding in Düsseldorf (it is her grandfather’s wedding).</p> <p>- It seems it has been arranged in an outdoor environment like in a garden.</p>	<p>- Her mother (Lisa) - Lucy, herself - Her grandfather (Gert) (it is her grandfather’s wedding)</p>	<p>- Her mother - A heart-shaped crown on her mother’s hair</p> <p>- The rainbow</p> <p>- The sun</p> <p>- The sky</p> <p>- A big pink heart that represents the wedding of her grandfather.</p>	<p>Yellow, Blue, Black, Pink</p> <p>D: Pink, Red R: Purple</p>	<p>Lucy and her mom are going to her grandfather’s wedding in Düsseldorf. The wedding has been arranged in Düsseldorf since it is cheaper than Wuppertal (as Lucy said). Drawing No. 80, shows Lucy’s mother (Lisa). Lisa has put on make- up. She has a heart- shaped crown on her hair.</p> <p>*Lisa has cut the edges of her drawings (the sheets of paper) and designed them this way like the wedding invitation cards. She said that in the wedding every guest had the wedding invitation card.</p> <p>Lucy likes butterflies, caterpillars, snails, ants, and bees. There is honey outside (in the wedding). The ants have made it and left that there.</p>	<p>She described both drawings together. They belongs to each other.</p> <p>*Lisa has cut the edges of her drawings (the sheets of paper) and designed them this way like the wedding invitation cards. She said that in the wedding every guest had the wedding invitation card.</p>	<p>- Family-oriented experiences (e.g., going with her mom to her grandfather’s wedding).</p> <p>- Socialization; Celebration and Getting Together (e.g., going to the grandfather’s wedding with her mom which has been arranged in a green open environment in Düsseldorf).</p> <p>- Close interaction with nature and natural elements (e.g., going to a wedding which has been arranged in a green open environment and interacting with the natural elements like watching the rainbow, sun, and sky).</p> <p>- Close interaction with the animals, birds, and insects (e.g., going to a wedding which has been arranged in a green open environment and interaction with the insects like the butterflies, caterpillars, snails, ants, and bees).</p> <p>- Visual attraction, design, fashion, and luxury (e.g., designing the wedding invitation cards; putting on the make-up; putting on a crown; using heart- shaped pattern)</p> <p>- Money-oriented experience (e.g., arranging a wedding party in Düsseldorf; putting on a crown).</p>
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<p style="text-align: center;">Köttel laden Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttel laden e.V.) Date: 17.03.2015</p>	<p>No. 82</p>	<p>Girl (Jenny)</p>	<p>5 years old</p>	<p>-</p>	<p>- Weather: Sunny</p> <p>- When: Daytime</p> <p>- Where: in an indoor playground, in Wuppertal which is called 'Upsalla Kinderwelt'.</p> <p>(In English: Upsalla World of Children)</p> <p>She has drawn a green open space but she talked about an indoor playground; maybe the open space is near the indoor playground.</p>	<p>- Jenni, herself, - Her mom, - Steffi (her friend) - Her dad,</p>	<p>- An open green space</p> <p>- Jenni, herself</p> <p>- Her mom</p> <p>- Steffi (her friend)</p> <p>- Her dad</p> <p>- The grass</p> <p>- The butterflies</p> <p>- The sun</p> <p>- An indoor playground in Wuppertal, called 'Upsalla Kinderwelt' (invisible in her drawing).</p>	<p>D (Respectively: Green, Pink R: Yellow)</p>	<p>- Going out with her family and her friend to an indoor playground, in Wuppertal, called 'Upsalla Kinderwelt'.</p> <p>- Playing in 'Upsalla Kinderwelt' like jumping on the trampoline.</p> <p>- Jenni and her family eat there for example they eat fried potatoes and chips; and for dessert, they eat slushy (flavored ice) and popcorns.</p>	<p>- Socialization; Travelling to an interesting destination (going to an interesting public place): (e.g., going out with her family and her friend: going to the "Upsalla Kinderwelt" which is an indoor playground in Wuppertal).</p> <p>- Family-oriented experiences (e.g., going out with her family and spending time with them; eating with her family in the "Upsalla Kinderwelt").</p> <p>- Playing and interaction with the playing equipment, elements, toys, and settings (e.g., going to the "Upsalla Kinderwelt" and using play equipment like jumping on the trampolines)</p> <p>- Physical Play; Social Play (e.g., jumping on the trampolines with her friends).</p> <p>- Eating outdoors (e.g., eating fried potatoes, chips, flavored ice and popcorns in the "Upsalla Kinderwelt" which is an indoor public playground in Wuppertal).</p>
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Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (dominant & recessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 08.04.2015	No. 83	Boy (*Carrick) (The sign * shows that it was the second time that he participated in Creative Session)	6 years old	"Fußballplatz" (In English: Football/Soccer Field)	- Weather: Sunny - When: Daytime. - Where: On the outdoor soccer field near his house.	- Carrick, himself - His friend, Max	- Carrick's house - His bed - The Sun - Carrick - Max (Carrick's friend) - The soccer (football) field - A goal (On the soccer field, Carrick is in the goal as a goalkeeper and Max is shooting the ball).	D: Brown, Green R: Yellow, Skin color, Black	- Carrick and Max (his friend) play soccer on the soccer field next to his home. - Carrick is in goal as a goalkeeper; and Max shoots the ball. - During playing on the soccer field, he feels good and enjoys playing. After a while, he sweats and feels wet because of that. - After playing, he goes home and watches the TV for a short time. - Then he goes to sleep.	The sign * shows that it was the second time that he participated in Creative Session.	- Being outdoors (e.g., playing soccer on the outdoor soccer field). - Socialization (e.g., going to an outdoor soccer field and playing soccer with his friend, Max). - Physical Play; Playing Game-with-rules; Social Play (e.g., playing soccer on the soccer field). - Resting in peace and quiet (e.g., watching the TV and resting/sleeping at home). - Playing with the play equipment, elements, toys, and settings (e.g., playing soccer with the ball; one child is a goal keeper and the other one shoots the ball). - Sense of control, power, and victory (e.g., playing as a goalkeeper in the soccer play).

	<p>No. 84</p>	<p>Boy (*Tom)</p> <p>(The sign * shows that it was the second time that he participated in Creative Session)</p>	<p>4 years old</p>	<p>“Latzerunka”</p> <p>It is just a fantasy name (without meaning) that he invented and gave to his drawing (to his created/invented space in his drawing).</p>	<p>Where: on the earth, in the space, and on the other planets.</p>	<p>- Tom, himself - His brother - His friends including: Carrick, Mallik, Yussuf</p>	<p>- The apples from another planets which are in different colors: the purple apples, the pink apples, the red apples, the yellow apples, and the green apples.</p> <p>-Space</p> <p>-Tom, his brother, and his friends</p> <p>-The earth</p>	<p>D: Purple, Red</p> <p>R: Yellow, Green</p>	<p>In his imagination/story:</p> <p>-Tom wants to eat an apple. He flies into space (toward another planet) and eats an apple. -Then, he flies into earth and opens his mouth and eats the apple up rapidly.</p> <p>-The apples (in that planet) are in different colors like purple apples; pink apples; red apples; yellow apples; and green apples.</p> <p>- The planet explodes and falls down on the earth. The apples (of that planet) also fall down on the earth.</p> <p>- Tom, his brother and his friends throw the apples upwards (to space).</p> <p>- Then, they fly together to the space.</p> <p>- After that, the planet explodes and falls to the earth (again). Then, the apples fall down (from the trees) to the earth.</p> <p>- Then, they eat all the apples –which are in different colors— together.</p>	<p>It was like getting involved in a socio-dramatic play in his imaginary world (in his mind).</p>	<p>- Socialization (e.g., getting together and playing with his friends).</p> <p>- Travelling to a fantasy world/destination; Imaginary experiences (e.g., going into space like an astronaut; observing the planets which explode and fall to the earth; eating the apples that have grown in different planets and are in different colors like purple apples; pink apples; red apples; yellow apples; and green apples).</p> <p>- Physical Play (e.g., playing with the colorful apples that have grown in different planets).</p> <p>- Sense of freedom, exploration, flying and being in the high place (e.g., going into space, flying in space and travelling to different planets).</p> <p>- Visual attraction (e.g., being interested in the colorful apples or apples in different colors – which have grown in different planets— and playing with them).</p> <p>- Close interaction with the nature and natural elements (e.g., flying in space; throwing and eating the apples that have grown in different planets).</p> <p>- Sense of curiosity, freedom, and exploration</p>
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											<p>(e.g., flying and exploration in space).</p> <p>- Frightening experiences and Adventure (horror and excitement) (e.g., traveling to other planets in space; observing the exploding planet).</p> <p>- Risk-taking Experiences (e.g., eating the colorful apples that have grown in other planets).</p> <p>- Experiences or characters influenced by the cartoons, cartoon characters, movies, computer games or story books (e.g., going into space like an astronaut, flying in space and travelling to different planets).</p> <p>- Destroying; Explosion (e.g., observing the planet which explodes and falls into/on the earth).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 08.04.2015</p>	<p>No. 85</p>	<p>Boy (Gabriel)</p>	<p>5 years old</p>	<p>“Fußballplatz” (In English: Soccer field)</p>	<p>Where: in the nature, in a secret cave.</p>	<p>- Gabriel, himself (he said that he is alone)</p>	<p>- A big cave in a green space, in the neighborhood of his kindergarten. - Gabriel</p>	<p>D: Green, Yellow R: Brown</p>	<p>He sleeps in the cave. He also plays football in the cave. He feels good being in the cave. He has made himself invisible to others. No one can see me.</p>	<p>- Being indoors; Being outdoors (e.g., being in a cave in a garden). - Close interaction with the nature and natural elements (e.g., going to a garden and hiding in a cave). - Playing alone in peace and quiet (e.g., hiding in a cave, and playing there alone with his soccer ball; making himself invisible –in a cave— so as not to be seen by others). - Sense of privacy and having one’s own space (e.g., finding a cave in the garden, considering the cave as his secret and private place, hiding there alone and making himself invisible so as not to be seen by others). - Fantasy or magical experiences (e.g., making himself invisible –in a cave— so as not to be seen by others). - Exploration, finding interesting and favorite things or places, and gaining rewards (e.g., searching and finding a secret cave in a garden and considering that as his private space; hiding, playing and enjoy being there alone).</p>
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<p style="text-align: center;">Köttelshagen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelshagen e.V.) Date: 08.04.2015</p>	<p>No. 86</p>	<p>Girl (*Hani)</p> <p>(The sign * shows that it was the second time that she participated in the Creative Session)</p>	<p>5 years old</p>	<p>“Blumenplatz” (In English: field of flowers)</p>	<p>Weather: Sunny</p> <p>When: Daytime</p> <p>Where: 1) Outdoors, in a garden of flowers. 2) Indoors, at Hani’s house.</p>	<p>- Hani, herself - Lucy (Hani’s best friend in kindergarten)</p>	<p>- A green garden - The flowers and grass - Two girls that are Hani and Lucy (her friend in kindergarten)</p>	<p>D: Green, Red, Blue R: Yellow, Black</p>	<p>- Hani and Lucy play Tag in the garden. One chases the other one in order to catch or tag her.</p> <p>“Tag” is a game involving two or more players' chasing other players' in an attempt to "tag" and mark them out of play, usually by touching with a hand.</p> <p>- Lucy must catch Hani.</p> <p>- They eat noodle together and feel super.</p> <p>- Hani enjoys being with Lucy and playing with her outside. Because they are good friends and spending their time (playing) together in the beautiful garden is interesting.</p> <p>- After playing, they go to Hani’s house and they play in her room. They play with Barbie dolls.</p>	<p>(The sign * shows that it was the second time that she participated in the Creative Session)</p>	<p>- Being indoors (e.g., spending her time with her friends at home).</p> <p>- Being outdoors (e.g., going to a garden near her house).</p> <p>- Physical Play (e.g., playing “Tag”—chasing and tagging each other).</p> <p>- Using, interacting, and playing with the play equipment, elements, toys, and settings (e.g., playing with the Barbie dolls, with her friend at home).</p> <p>- Socialization; Getting together with her friends (e.g., inviting her friend over, playing with her friends, and inviting eating together).</p> <p>- Eating (e.g., eating noodle).</p>
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	No. 87	<p>Girl (*Jenny)</p> <p>(The sign * shows that it was the second time that she participated in the Creative Session)</p>	5 years old	<p>“Upsalla“</p> <p>(It is the name of an indoor playground in Wuppertal).</p>	<p>Where: in an indoor playground in wauuperatl, called “Upsalla Kinderwelt”</p> <p>(In English: Upsalla World of Children).</p>	<p>- Jenny, herself and her friends Lucy, Anija, and Hani.</p> <p>-</p>		<p>In Upsalla Kinderwelt but outside: Herself (Jenny) and her friends Lucy, Anija, & Hani</p> <p>Mallik, The soccer goals, Ball, Grass, Sun, Colorful circles that she said they are suns.</p>	<p>She plays “Tag” with her friends.</p> <p>“Tag” is a game involving two or more players' chasing other players in an attempt to "tag" and mark them out of play, usually by touching with a hand.</p> <p>They are all in “Upsalla Kinderwelt” (an indoor playing space).</p> <p>They celebrate Anija’s birthday in ‘Upsalla Kinderwelt’.</p> <p>The eat pizza together.</p> <p>Driving car with her cousin Garry is really enjoyable and makes fun.</p>	<p>Some part of her story seems irrelevant to her drawing. The reason is, Jenny’s drawing has been influenced by other child’s story; but during the communication phase, she revealed her enjoyable day which was in ‘Upsalla Kinderwelt’.</p>	<p>- Being in an indoor playground (like “Upsalla Kinderwelt” in Wuppertal).</p> <p>- Socialization and getting together (e.g., celebrating her friend’s birthday in a public place like the “Upsalla Kinderwelt” which is an indoor playing space; eating together).</p> <p>- Eating (e.g., eating pizza with her friends).</p> <p>- Physical Play; Social Play (e.g., playing “Tag” with her friends in an outdoor space).</p> <p>- Interacting playing with play equipment, play elements, toys, and settings (e.g., playing with playing equipment “Upsalla Kinderwelt” like driving children’s car with her cousin and jumping on trampolines).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>	<p>No. 88</p>	<p>Boy (Aymen)</p>	<p>4 years old</p>	<p>-</p>	<p>Where: his own house</p>	<p>- Aymen, himself - Spider-Man - Superman - His girlfriend (Volkin)</p>	<p>- Aymen, himself - His girlfriend (Volkin) - His hero and his imaginary friends: Spider-Man and Superman - His own house (Aymen's house) - The kitchen (of his house) - Foods and snacks - His bank - Toys "R" Us - McDonald's Restaurant - The Bookshop</p>	<p>D: Blue, Ochre R: Orange</p>	<p>- Eating an ice-cream. - He is with his girlfriend (Volkin) at his own home. He already knows that girl (probably she is a friend in kindergarten). - They can cook in the kitchen of Aymen's home. - Aymen lives alone in his house. He has no fear of living or being alone. - Spider-Man is also in his house. - He likes being alone. He eats at his house when he is alone. - He has a lot of money; he goes out for shopping; then comes back to his house—which is new— and eats the food that he has bought. - Then again he goes out; he goes to 'Toys "R" Us' (a leading kids store) and buys toy cars and many other toys. He does and conduct all the activities independently (alone). At home, he plays with Spider-Man with the toys. They also play the Game of Garbeld - He goes to a bookshop and buys lots of story books. - Then, he sleeps at home. - He looks at an Easter Bunny (Osterhase). It is behind him and it can jump. He does not like the bunnies so much because they are big and they may damage his house; thus,</p>	<p>- Being independent In his story, he does and conducts all the activities alone like an adult: - Having his own house (a big house) - Having a lot of money (in the bank) - Going alone for shopping or a walk - Having a girlfriend - Cooking in his kitchen - Eating out alone at restaurants - Luxury; Sense of power and control (e.g., being really rich; having deep interest for being outdoors and money- oriented experiences like shopping and eating). - Make-believe Play; Dramatic play (e.g., making an intimate friendship with Superman and Spider-Man—that are his imaginary companion— playing with them, and going out with them). - Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games or story books (e.g., spending time with super heroes like Spider- Man and superman) - Being outdoors (e.g., going to Toys "R" Us, going to McDonald's, going to a bookshop).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>								<p>he leaves the bunny outside the house. - He goes for shopping with a bag and also goes to McDonald's with his friend (Spider-Man). He eats fried potatoes with mayonnaise and ketchup. In McDonald's, Aymen and his friend get/receive toys as gift; they receive Spider-Man there. -He also has telephone in the house. At home, he spends his time with his friends Spider-Man and Superman.</p>	<p>- Shopping (e.g., going to Toys "R" Us and buying various toys like car toys; going to a bookshop and buying lots of story books; buying the ice creams and food; eating out at restaurants).</p> <p>- Eating (e.g., eating an ice cream; and eating fried potatoes with mayonnaise and ketchup at McDonald's).</p> <p>- Sense of power, control, and success (e.g., being rich; having lots of money; being able to buy whatever he wants, interacting with superheroes like Spider-Man and Superman).</p> <p>- Attracting attention; Being popular; Being famous and powerful (e.g., interacting and spending time with superheroes like Spider-Man and Superman; being really rich; having a big house).</p> <p>- Being surprised; Receiving gifts or reward (e.g., receiving a Superman figure; or meeting Superman –his imaginary companion/friend— at McDonald's).</p> <p>- Just visual interaction with an animal (e.g., looking at an Easter Bunny but not letting him to come to his home or playing with him).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>	<p>No. 89</p>	<p>Girl (Alina)</p>	<p>5 years old</p>	<p>“Strand” (In English: the beach)</p>	<p>Weather: Sunny When: Daytime Where: outdoors, at the beach/sea</p>	<p>- Alina, herself (that is on the beach in the drawing). - Lucy (Alina’s friend who is swimming in the sea). - Other friends (4 children) who are on the beach with Alina.</p>	<p>- Alina and her friends Alina is with five children. Alina and 4 of her friends are on the beach while one child (Lucy) is swimming in the sea (Lucy is in the water in the drawing). - The beach - The water (sea) - The sun</p>	<p>D: Blue, Yellow R: Red, Brown, Purple, Black</p>	<p>Alina with four of her friends are on the beach. Alina is the one on the left side on beach. Lucy (one of her friends) is swimming in the water (sea) while other children are watching her from the beach. Lucy also dives under/into the water. Children are looking at Lucy. After Lucy, it is Alina’s turn for swimming in the water. Each child swims in the sea in turn while other children –who are on the beach—watch and observe her.</p>	<p>The drawings No. 89 & No. 90 are relevant.</p>	<p>- Being outdoors in the natural environment (e.g., being at the beach/sea). - Socialization (e.g., going to the beach with her friends). - Water-based amusement and experiences (e.g., swimming in the sea; and diving into the sea). - Exploration and leaning in the nature (e.g., being at the beach/sea, playing there and exploring the nature). - Close interaction with the nature and natural elements (e.g., going to the beach; swimming in the water; and diving into the sea). - Physical Play (e.g., swimming in the sea; diving into the sea). - Sense of caring for others (e.g., each child swims in the sea in turn while other children –who are on the beach—watch and observe her). - Sense of order (e.g., each child swims in the sea in turn while other children –who are on the beach—watch and observe her).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>	<p>No. 90</p>	<p>Girl (Alina)</p>	<p>5 years old</p>	<p>“Strand” (In English: the beach)</p>	<p>When: Daytime Place: Outdoors, at the beach (on the rout along the beach). There is a route along the beach— the black marked-out area.</p>	<p>- Alina, herself (in visible in the drawing) - Her mom (invisible in the drawing)</p>	<p>- A route along the beach. There is a marked-out black route on the beach. - Alina, herself (in visible in the drawing) - Her mom (invisible in the drawing)</p>	<p>D: Yellow, Black</p>	<p>Alina is with her mom at the beach. There is a route along the beach—the black marked-out area. She rides bicycle on the black route while her mom stands aside on the sand (the yellow area).</p>	<p>The drawings No. 89 & No. 90 are relevant.</p>	<p>- Family-oriented experience (e.g., going to the beach/seaside with her mom). - Physical Play (e.g., bike riding/cycling). - Exploration in the nature; Close interaction with the nature and natural elements (e.g., riding a bicycle on the route along the beach/sea or walking and playing on the beach). - Using, playing, or interaction with play equipment, elements, toys, or settings (e.g., riding a bicycle on the beach).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>	<p>No. 91</p>	<p>Girl (Elif)</p>	<p>5 years old</p>	<p>"Alina" (name of Elif's friend)</p>	<p>Weather: Sunny When: Daytime Where: Indoors, at her home (playing in the bathroom)</p>	<p>- Elif, herself - Her sister, Ella</p>	<p>- Elif, herself and her sister, Ella (they are at home, in the bathroom). - The sun (she has drawn it with eyes, nose and mouth). - Elif's home Their home has two garages. One garage is on the right side and the one, is in front of the building. There is a car in the garage that is on the right side but the other garage is not used; because it has been damaged.</p>	<p>D: Red, Orange R: Yellow</p>	<p>Elif is at home. She is taking a bath with her sister, Ella. They sit in the bathtub and play with their dolls (in the water).</p>	<p>- Being indoors (e.g., spending time at home). - Family-oriented experience (e.g., playing with her sister at home). - Water-based amusement and experiences (e.g., taking a bath with her sister and playing in the bathtub with their dolls). - Miniature Play Scenes (Small World Play); Socio-dramatic play (e.g., playing in the bathtub with her sister and her dolls in the bathroom at home). - Playing with the play equipment, elements, toys, or settings (e.g., playing with her doll in the bathtub).</p>
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<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>	No. 92	<p>Girl (Elif)</p>	<p>5 years old</p>	<p>“Hanna” (name of her teacher)</p>	<p>Weather: - When: - Where: In the swimming pool</p>	<p>Main Character: Elif, herself Secondary Character: Her sister, Ella and her mom</p>	<p>- A swimming pool - Elif, herself - Her sister and her mom (they are invisible in the drawing)</p>	<p>D: Blue R: Red, Black</p>	<p>She is swimming alone in a pool. She has not worn water wings for swimming. She has floated on her back (or she is swimming on her back). Her mom and sister have sat next to the pool.</p>	<p>- Socialization and going to a public place (e.g., going to a public swimming pool). - Family-oriented experiences (e.g., going to a public swimming pool with her sister and her mom). - Water-based amusement and experiences (e.g., floating on the water and swimming in the swimming pool). - Physical Play (e.g., swimming and playing in the pool).</p>							
	No. 93										-	-	-	-	-	<p>The drawings No. 93 & No. 94, have been drawn on the back sides of the sheets and Elif did not talk about them.</p>	-
	No. 94										-	-	-	-	-		-

<p>Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015</p>	<p>No. 95</p>	<p>Boy (Altin)</p>	<p>6 years old</p>	<p>“Fußballplatz” (in English: the Soccer Field)</p>	<p>Weather: - When: - Where: Indoors; his home.</p>	<p>Main Characters: Altin and his younger brother (Efe) Secondary Characters: His older brother and his mother</p>	<p>- A house (their family house) - Different windows that represent different rooms of the house, for example Altin’s bedroom and Efe’s bedroom (they are both upstairs). - Family members that are at home include: Altin, his younger brother (Efe), his older brother, and his mom. His dad is at work.</p>	<p>D: Green R: Blue Very limited: Brown</p>	<p>Altin is in his bedroom, at home. His younger brother (Efe) goes to his room; they watch Ninjago on TV. After a while, his older brother join them in the room and they eat popcorn together which their mom has made (prepared). Then, Altin turns off the TV and plays soccer with Efe. Altin wins 2-0. Altin’s dad is at work.</p>	<p>- Being indoors (e.g., being at home; watching the TV and playing with his brother in his bedroom). - Family-oriented experiences (e.g., being at home; watching the TV and eating popcorns with their brothers; and playing soccer with his younger brother). - Physical Play; Social Game (e.g., playing soccer with his younger brother at home). - Eating (e.g., eating popcorns while watching the cartoon with his brothers). - Watching cartoons on TV (e.g., watching Ninjago on the TV in his bedroom). - Sense of Competition, Power, and Success (e.g., winning the soccer match two-nil).</p>
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Place & date of creative session	Reference no. of the drawing	About the child (participant in creative session)		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							Interpretation and categorization
		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/story	Main characters in the story (either visible or invisible in the drawing)	Objects discovered in the story (either visible or invisible in the drawing)	Colors of the drawing (dominant & recessive)	Describing the Story: main experiences explored in the drawing and its story	Additional key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015	No. 96	Boy (Mehmed)	4 years old	-	Weather: - When: - Where: Indoors, in the house.	- Mehmed, himself - His friend Gabriel - A lovely animal	- Mehmed & Gabriel - There are two houses; his own house and Gabriel's house - The Sun - A lovely animal (which is his pet but he did not mention what it is).	Brown, Green, Blue	He is at home. His friend's house is next to his home. Mehmed has a lovely animal; he likes it and caresses it.	Mehmed did not explain that much about his story and his experiences in this drawing. First Mehmed made fun and mentioned that everything in his drawing was Gabriel. Gabriel was his friend who had sat next to him in Creative Session.	- Being indoors (e.g., spending his time at home; playing with his animal and with his friend Gabriel). - Socialization and friendship (e.g., inviting his friend over and spending time with him). - Sense of caring; Close interaction with the animals (e.g., having a lovely pet and caressing that).
	No. 97			-	Weather: - When: - Where: Indoors, in the house.	- Mehmed, himself - His friend Gabriel	- A house (Gabriel's house or Mehmed's house) - Mehmed & Gabriel	Various colors including: Orange, Blue, Green, Ochre Brown	- At home, Mehmed eats the sausage with his hand. - His friend, Gabriel is also with him in the house.	Mehmed did not explain that much about his story and his experiences in this drawing.	- Being indoors (e.g., being at his home). - Socialization and friendship (e.g., inviting his friend over and eating with him at home).

								- Eating the sausage				- Eating (e.g., eating sausage at home).
<p style="text-align: center;">Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015</p>	No. 98	Boy (Mehmed)	4 years old	-	-	-	-	-	-	The drawings No. 98 & No. 99, have been drawn on the back sides of the sheets and Mehmed did not talk about them.		-
	No. 99			-	-	-	-	-	-			-
	No. 100	Girl (Leila)	4 years old	<p>“Sommer“ (In English: the Summer)</p>	<p>Weather: Sunny</p> <p>When: Daytime</p> <p>Where: First at home; then, outdoors in a playground and in the forest (or park)</p>	<p>- Leila, herself</p> <p>- Her brother (invisible in the drawing)</p>	<p>- A house</p> <p>- A door</p> <p>- A flower</p> <p>- A tree</p> <p>- A Butterfly</p> <p>- A bird</p> <p>- The sun</p> <p>- The sky</p> <p>- A meadow</p> <p>- The tadpoles</p>	<p>D: Green</p> <p>R: Brown, Yellow</p> <p>Limited: Blue, Black</p>	<p>It is Leila’s brother birthday, in summer. He receives a blue car-shaped cake. He always plays with toy cars. Leila and her brother plays with dolls and toy cars. When the birthday party is over, Leila asks her dad for going out for a walk. Leila and her family (her mother, her father, and her brother) go for a walk together. In the past, they used to go to a playground for a walk and for playing; but since now they (the responsible people/organizations) are repairing the swings Leila and her family go to another place for spending their time. They go to a forest. In the forest, they go to the area where there are tadpoles. After spending their time for a while in the forest, dad drives them to somewhere else.</p>	<p>- Family-oriented experiences (e.g., celebrating his brother’s birthday with her family; playing with his brother; going to a playground or to a forest with her family).</p> <p>- Holding a party and celebration (e.g., holding a birthday party; celebrating his brother’s birthday at home).</p> <p>- Eating (e.g., eating his brother’s birthday cake with her family).</p> <p>- Being outdoors (e.g., going to an outdoor public playground for playing or to a forest for a walk and exploration in the nature).</p> <p>- Close interaction with the nature and natural elements; close interaction with the animals, birds, or insects</p>		

											(e.g., going to a forest for a walk; watching the tadpole; exploration in the nature with her family; she has drawn a meadow, the butterflies, flowers, the birds, the trees, etc.) - Playing or interaction with the play equipment, elements, toys, and settings (e.g., playing with her brother with the toy cars and dolls).
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015	No. 101	Boy (Rooney)	5 years old	“Bulo” (It is a fantasy name)	Weather: - When: at the sunset Where: In an outdoor environment (in the nature)	- The Wild animals (a bear, a snake, and a dragon) - A fantasy outdoor environment —where the animals live.	- A bear that shows its teeth (brings them out). - The wind— which is the blue line in the drawing. - A long snake, - A real person (he does not know him/her) - A dragon - A sausage	D: Orange, Red R: Blue, Black Very limited: Ochre	A bear that shows his teeth (brings them out). The ears of bear are broken. A snake comes out and moves toward the wind (the blue line in the drawing); then, it dies. The dragon takes the (dead) snake to his house.	There are some objects like the sausage that he has drawn but he did not mentioned them in his story. When his teacher asked Rooney “what are you doing in this day?” He started to show and explain his second drawing (No. 102).	- Being in a natural environment where several (wild) animal live: (e.g., being in a natural environment — like a forest—where several (wild) animals live (e.g., a bear, a snake, and a dragon); and observing their interactions and lives in the nature such as watching the bear showing its teeth; watching the snake that moves toward the wind or observing the dragon that takes the dead snake to its house). - Experiences or characters influenced by the cartoons, cartoon characters, movies, computer games or story books (e.g., describing the animals’ lives in the

											<p>nature and their interactions in the story: a bear shows his teeth, the snake moves toward the wind and dies, and the dragon takes the (dead) snake).</p> <p>- Interaction with the nature and natural elements (e.g., describing animals' lives in the nature and their interactions: a bear shows his teeth, the snakes move to the wind and dies, and the dragon takes the snakes).</p> <p>- Horror and risk-taking experiences (e.g., the story of wild animals in the nature and their lives and interactions).</p> <p>- Adventure and learning in the nature (e.g., watching the (wild) animals including a bear, a snake and a dragon in the nature and their interactions).</p>
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	No. 102	Boy (Rooney)	5 years old	"Bulo" (It is just a fantasy name)	When: - Where: In an outdoor play are (outdoor playground) Place: outdoor play area/playgro und	- Rooney, himself - His family, his close relatives, and his friend including his mother, his father, his sisters, his aunts, his uncle, Eddie (probably his cousin), and Willis (his friend in kindergarten).	- The fire - The water - His house and this is the Sunset, The toilet and The mosque	Red, Blue	In the picture, there is Rooney's house; there is an area with the fire and water next to the house; also, there is a small playground and a mosque in the neighborhood of his house. His house is in 'Königsstadt'. When they (his parents) allow Rooney, he goes to his aunt's house in Wuppertal. His aunt buy various things. Rooney, his family (his parents and his sisters), his close relatives (his aunts, his uncle and his cousin) and his friend (Willis) eat together at her aunt's house. They eat biscuits, bananas, and salami; they drink water, juice, and soft drink (like Capri Sun and Sprite).	First he started with describing his home and then he shifted to a day at her aunt's home in Wuppertal.	- Family-oriented experiences; getting together (e.g., going to his aunt's house with his family and visiting their relatives). - Interaction with the nature and natural elements (e.g., watching the fire and water in an open area around the house). - Traveling/going to an enjoyable destination (e.g., travelling with his family to Wuppertal and going to his aunt's home). - Socialization, a family get-together, and eating (e.g., going to his aunt's home in Wuppertal, visiting his aunts, his uncle, and his cousin, and eating together). - Eating & drinking (e.g., going to his aunt's home; they eat and drink together for example, they eat biscuits, bananas, and salami; they drink water, juice, and soft drink like Capri Sun and Sprite). - Going to a party with his family and visiting their relatives (e.g., travelling with his family to Wuppertal; going to
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											his aunt's home in Wuppertal and visiting his aunts, his uncle, and his cousin).
<p style="text-align: center;">Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015</p>	<p>No. 103</p>	<p>Boy (*Gabriel)</p> <p>The sign * shows that it was the second time that he participated in the Creative Session.</p>	<p>5 years old</p>	<p>"Sommerferien" (In English: the summer vacation)</p>	<p>Weather: Sunny</p> <p>When: Daytime (on summer vacation)</p> <p>Where: Outdoors, in an outdoor playground or an urban environment with the play equipment.</p>	<p>- Gabriel, himself</p>	<p>- An urban environment with playing equipment (or an outdoor playground)</p> <p>- Gabriel, himself</p> <p>- A slide (play equipment)</p> <p>- The suns and 2 circles</p> <p>- The shapes of a cross</p> <p>- A rainbow</p>	<p>D: Orange</p> <p>R: Green, Blue, Red, Brown</p>	<p>-</p>	<p>The sign * shows that it was the second time that he participated in the Creative Session.</p> <p>He did not describe his drawing that much; he just mentioned the name of the drawn objects.</p>	<p>- Being outdoors (e.g., playing in an outdoor playing space in a sunny day on summer).</p> <p>- Interaction with the nature and natural elements (e.g., being outdoors in a sunny day on summer vacation; enjoying the green environment and the nature; watching the rainbow).</p>
	<p>No. 104</p>			<p>"Sommerferien" (In English: the summer vacation)</p>	<p>Weather: Sunny</p> <p>When: Daytime (on summer vacation)</p> <p>Where: In an outdoor environment</p>	<p>- Gabriel, himself (invisible in the drawing)</p> <p>He did not talk that much and did not describe the experiences on his day.</p>	<p>- The sun (the green-blue circle in the drawing)</p> <p>- A rainbow</p> <p>- Gabriel (invisible in the drawing)</p>	<p>D: Green, Blue</p> <p>R: Red, Orange, Yellow</p> <p>Very limited: Black, Ochre, Brown</p>	<p>-</p>	<p>When the teacher asked him what is he doing in his great day? He just answered "I do not know".</p>	<p>- Interaction or playing with play equipment, elements, toys, or settings (e.g., playing on a slide in a playground).</p>

<p>No. 105</p>	<p>Boy (Willis)</p>	<p>5 years old</p>	<p>-</p>	<p>Weather: - When: - Where: in the kitchen, at home.</p>	<p>- Willis, himself - His mom</p>	<p>- A cave - A rocket - Their kitchen at home - In kitchen, there are bottles for beverage. - The TV - Some numbers and shapes</p>	<p>Blue, Green, Orange, Brown, Yellow</p>	<p>He is with his mom in the kitchen and they cook. He just talked about the cooking experience in the kitchen (with his mom) and then watching TV.</p>	<p>He did not describe his drawing that much; he just mentioned the name of the drawn objects. He mentioned the name of some objects like a cave and a rocket, but he did not mentioned any experiences relevant to them. He talked about the cooking experience in the kitchen (with his mom) and watching TV.</p>	<p>- Being indoors (e.g., being at home with his mom). - Family-oriented experience (e.g., cooking and eating in the kitchen; watching TV at home). - Cooking and eating in the kitchen with his mom - Watching TV at home</p>
<p>No. 106</p>	<p>Boy (Willis)</p>	<p>5 years old</p>	<p>-</p>	<p>Weather: - When: - Where: Both, inside his home and in the outdoor environment around the house.</p>	<p>- Willis, himself - His mom</p>	<p>- A house (their house) - A banana and banana peel - Toys (monster figures) - An area around the house which has a slide.</p>	<p>D: Red R: Blue, Green</p>	<p>He showed a place, outside the home where there is a slide. Children can play on the slide. At home he plays with his toys like monster figures.</p>	<p>He did not describe his drawing that much; he just mentioned the name of the drawn objects.</p>	<p>- Playing with the play equipment, elements, toys, and settings (e.g., playing with monster figures at home and playing on the slide in the outdoor playing environment around his house). - Family-oriented experiences (e.g., spending his time with his family in the house and also in the outdoor environment).</p>

<p>Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 14.04.2015 (First Session)</p>	<p>No. 107</p>	<p>Boy (Tim)</p>	<p>7 years old</p>	<p>"Fußball" (In English: soccer)</p>	<p>Weather: - When: On Christmas Eve; also, on Easter vacation. Where: Both outdoors and indoors Outdoors, in an open environment like a park, playground, or school yard which has got a soccer field or goal (there are a Christmas tree and an Easter egg bush/tree in the drawing as well) Indoors: Since there is a Christmas tree with gifts, in represents an indoor environment as well, probably it is his home.</p>	<p>-Tim, himself</p>	<p>- A goal in the soccer field - Tim, himself (he is in the goal and plays as a goalkeeper) - A Christmas tree designed with the accessories (e.g., star shapes). - Many gift boxes around the Christmas tree - An Easter egg tree/bush (a bush that is decorated with the eggs). - A flower - A bush</p>	<p>D: Green, Orange R: Blue, Red, Brown, Purple</p>	<p>- He receives many gifts on Christmas Eve which are mainly from FC Barcelona collection. He described them as below: 1) A Barcelona soccer shirt (jersey) 2) A soccer ball 3) A goal 4) The FC Barcelona bed linen - His favorite soccer player is Messi and his favorite soccer team is FC Barcelona. - He plays soccer with his friends in the school and also in the playground. - Soccer playing is his favorite sport. He gets involved in this sport professionally and participates in soccer training course in Wuppertal.</p>	<p>Some part of Tim's drawing and Florian's drawing are similar (for example the part which is about Christmas Eve and receiving the gifts relevant to the soccer play).</p>	<p>- Being outdoors and socialization (e.g., playing soccer with his friends on the soccer field in an outdoor environment or in the schoolyard). - Visual attraction (e.g., a decorated Christmas tree and an Easter egg bush in an outdoor environment). - Being interested in an especial occupation or skill; Physical Play; Playing Sport; Game- with-rules (e.g., having deep interest for playing soccer professionally on a soccer field; playing as a goalkeeper). - Family-oriented experiences; a family get- together (e.g., celebrating especial occasions like Christmas Eve and Easter with his family and receiving gifts). - Celebrating especial occasions or holidays; being surprised; and receiving gifts: celebrating Christmas Eve and Easter with his family; Opening and receiving gifts on the Christmas Eve; receiving gifts like: receiving some products from FC Barcelona collection (like a Barcelona soccer shirt and the FC Barcelona bed linen) and the equipment that is used for soccer playing (like a goal and a new soccer ball).</p>
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												<p>- Being a fan (of a team) and having a role model (e.g., being a true fan of FC Barcelona soccer team and admiring Messi as his favorite player and role model).</p>
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<p>Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)</p>	<p>No. 108</p>	<p>Boy (Florian)</p>	<p>7 years old</p>	<p>"Heiligabend" (In English: Christmas Eve)</p>	<p>Weather: - When: On Christmas Eve Where: Indoors, in the living room, at his house.</p>	<p>Main Character: Florian, himself Secondary Character: his father and mother (his parents).</p>	<p>- A decorated Christmas tree in the living room of his house.</p> <p>- There are many gifts around under the Christmas tree.</p> <p>- Florian, who sits on the sofa</p> <p>- The ceiling and the lamps.</p> <p>- The TV (invisible in the drawing)</p> <p>- Other invisible things in the drawing: the kitchen, his parents who are in the kitchen, and the dinner table.</p>		<p>It is Christmas Eve. His parents are in the kitchen and they are preparing the dinner. Florian is on the sofa in living room. He is watching the Christmas tree. The gift boxes are under that. Also, he watches "Sandmännchen" on the TV. The gifts that he receives on Christmas Eve include: - A new soccer ball - A soccer shirt (Bremen team) - A new car toy for his Carrera (car racing) track.</p>	<p>Some part of Tim's drawing and Florian's drawing are similar (Christmas Eve and receiving the gifts relevant to the soccer playing.</p>	<p>- Being indoors (e.g., being at home on the Christmas Eve and celebrating that with his parents).</p> <p>- Family-oriented experiences (e.g., being at home with his family on the Christmas Eve, having dinner with his family, and celebrating that together).</p> <p>- Celebrating especial occasions or holidays; being surprised; and receiving gifts (e.g., celebrating Christmas Eve with his family and receiving gifts like a new soccer ball, a soccer shirt (the Bremen shirt), the car toys and Carrera car racing track).</p> <p>- Watching the TV (e.g., watching "Sandmännchen" on the TV).</p> <p>- Being a fan (of a team) (e.g., being a fan of Bremen soccer team).</p> <p>- Playing with the play equipment, elements, toys, and settings; Small World Play (e.g., playing with the car toys and Carrera (car racing) track; playing with the soccer ball).</p> <p>- Physical Play; Playing Sport; Game-with-Rules (e.g., playing soccer).</p> <p>- Visual attractions</p>
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												(e.g., the decorated Christmas tree in the living room).
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	No. 109	Girl (Gizem)	7 years old	"Sea Life"	Weather: - When: Daytime Where: in Sea Life Center	- Gizem, herself - Her mom - her dad - Her cousin - Her aunt - Her uncle	- The sun - The sky - A Sea Life center and its entrance (aquariums of sea animals). 'Sea Life' is a chain of commercial sea life-themed aquarium attractions.	D: Blue, Yellow, R: Green, Pink, Skin color, Orange, Red, Purple, Brown, Black	<p>She had already visited a Sea Life center (the big aquariums). 'Sea Life' is a chain of commercial sea life-themed aquarium attractions.</p> <p>She went there with her family (her father, her mother, her aunt, her uncle, and her cousin). She had really enjoyed her day and had a great memory of that day in Sea Life center.</p> <p>She had seen various sea animals in the aquariums.</p> <p>She described the structure of the Sea Life center; the big aquarium on the floor that is made of the glass.</p> <p>She likes the experience of being able to get close to the sea animal (that are behind the glass) and watching them.</p> <p>She likes jellyfish and colorful fishes that shine (a little bite) in the darkness.</p> <p>She mentioned the experience of watching the shark, colorful fish, jellyfish and starfish.</p> <p>She likes the experience of touching a starfish.</p> <p>When the designer asked her if she liked swimming, she said yes. She could lie on the</p>	<p>- Socialization; visiting an interesting public place (e.g., going to a 'Sea Life' center with her family and relatives: visiting the public aquariums and sea animals).</p> <p>- Family-oriented experiences (e.g., going out with her family and relatives, and enjoying their time in the 'Sea Life' center).</p> <p>- Close Interaction with the animals (e.g., going to a Sea Life center and watching the sea animals in the aquariums like the jellyfish, colorful fishes that shine in the darkness, the shark, and starfish).</p> <p>- Water-based amusement, experiences, and activities (e.g., going to a 'Sea Life' center and visiting the public aquariums; being interested to learn about sea animals).</p> <p>- Adventure and learning (e.g., going to a 'Sea Life' center; watching the sea animals in the aquariums and learning about them).</p>
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									water; she was learning to swim.		
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	No. 110	Girl (Zola)	7 years old	"der Whirlpool" (In English: Whirlpool or Jaccuzzi)	Weather: a warm sunny day When: Daytime, Around her birthday on 18 th July Where: In the urban environment , in an open space.	- Zola, herself - Her father - Her mother	- a Whirlpool/swimm ing pool (it has got a filter to clean water) - her father (stands near the swimming pool) - her mother (stands near the swimming pool) - Zola, herself (swimming in the whirlpool/swimm ing pool) - ice cream in her hands and in the hands of her parents - a rainbow - Four balloons in her father's hand - The sun and blue sky	D: Blue, R: Yellow, Green, Pink, Skin color, Orange, Red, Purple, Brown, Black	They (Zola and her parents) are all out and celebrating the whole day, the day after Zala's birthday, which is July 18th. It is a hot and sunny summer day. They do various enjoyable things that day. - Going to whirlpool/swimming pool - Swimming and diving (she really likes swimming and diving; she likes to be there with her friends as well) - Eating ice cream - Playing with the balloons and releasing them in the sky She really likes the rainbow. She really enjoy swimming.		- Being outdoors with her family and celebrating the whole day (having fun the whole day) - Celebrating her birthday - Eating ice cream - Family-oriented experience (going outside together, going to the swimming pool, eating ice cream and celebrating the whole day outside). - Playing with/interaction with play equipment/elements/toy s (e.g., playing with balloons) - Water-based amusement, experiences, and activities (e.g., swimming and diving in whirlpool/swimming pool) - Visual attraction (e.g. enjoying watching the rainbow)
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<p>Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)</p>	<p>No. 111</p>	<p>Girl (Charlotte)</p>	<p>7 years old</p>	<p>“Der Reiterhof” (In English: the horse riding arena or the equestrian field)</p>	<p>Weather: Sunny</p> <p>When: Daytime</p> <p>Where: In a riding arena; in a horse riding field; in an equestrian land; or equestrian club.</p>	<p>The two individuals that are visible in the drawing include:</p> <ol style="list-style-type: none"> 1. The riding teacher. 2. Charlotte’s friend who is riding the horse. <p>Charlotte is invisible in the drawing; it is her wish to be there and riding a horse in a riding field.</p> <p>She is interested to travel to that place with her family, since she is interested to experience riding.</p>	<ul style="list-style-type: none"> - The riding teacher - Charlotte’s friend that is riding the horse. - A horse that her friends is on that. - A pony which is inside since it is ill. - The spectators - The riding stables, and a riding arena (an equestrian field). 	<p>D: Red</p> <p>R: Green, Brown, Blue</p> <p>Limited: Black, Yellow, Orange, Pink</p>	<p>The drawing depicts an equestrian club) with the riding stables and equestrian field.</p> <p>She is interested in going to a riding arena or equestrian field. There she can ride a horse and learn that.</p> <p>She also watches the horse riders while riding and jumping over the obstacles on an equestrian field (or in the riding arena).</p> <p>She has not been there and has not experienced riding yet but it is her wish to go there for riding the horse.</p> <p>She is interested in riding a horse (horseback riding).</p> <p>She also plays soccer, ‘chasing’ and hide-and-seeK with her friend(s).</p>	<ul style="list-style-type: none"> - Close interaction with the animals (e.g., going to a riding arena or an equestrian field; watching the horses; and horse riding). - Going outdoors; Going to an interesting place; Socialization (e.g., going to a riding arena or an equestrian field with her family). - Physical Play (e.g., horseback riding; playing soccer; playing hide-and-seeK). - Having adventures and learning new skills (e.g., going to an equestrian field: watching the horse riders while riding and jumping the obstacles, riding a horse, and learning that—as a new and enjoyable experience). - Close interaction with the nature and natural elements (e.g., riding a horse in a horse riding arena or an equestrian field).
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<p>Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)</p>	<p>No. 112</p>	<p>Girl (Helena)</p>	<p>8 years old</p>	<p>-</p>	<p>Weather: - When: The celebration is held during the evening; it continues till 12:00 a.m. Where/ Occasion: In a public celebration, which is the 'Hockey Club Festival'; It has been held by the hockey community in a hockey club.</p>	<p>- Helena, herself. - Her friends - The DJ man - The hockey players and hockey community. -The people who have participated in the celebration.</p>	<p>- Helena - Helena's friend (a girl which is invisible in the drawing). - A hockey club - It is a hockey festival/celebration that has been organized and held in a hockey club by its hockey community and members. - A DJ to play the music in the festival. - An area with colored lightening for dancing - A portable kiosk (which is a wagon) for buying drinks, snacks, and food. - A hockey field - The tents - There is a clubhouse (meeting place) which has got a balcony.</p>	<p>Black, Green, Pink, Blue, Purple Limited: Skin color, Red</p>	<p>The drawing shows a hockey festival and celebration held in a hockey club for its members especially children. It has been organized and held in the hockey club by its hockey community. Helena is a member of hockey club and can play hockey. The celebration starts in the evening and continues till midnight. Helena is with her friend. They dance till midnight. There is an area for dancing and playing music; it is equipped with the colored lighting. A DJ plays the music. There is a kiosk for buying drinks, snacks, and food. The celebration has been held for children, though there are some adults as well. There is a clubhouse (meeting place) which has got a balcony.</p>	<p>- Socialization and going out (e.g., attending a public celebration, the Hockey Festival, held by the hockey community for children in an outdoor environment: dancing, playing hockey, and making new friends there; Spending time with her friend, and sleeping at her friend's place). - Attending in a public celebration and social event (e.g., attending the Hockey Festival, a public celebration held by the hockey community). - Sociability: Attending the Hockey Festival: it is a celebration with music, a DJ man, and a dance hall with colored lighting. - Physical Play; Social Play; Sport Play; Game-with-Rules (e.g., playing hockey on the hockey arena or field; dancing in the area with colored lighting). - Visual attraction (e.g., a place with colored lighting for dancing during the evening; the tents set in the festival; and the hockey field or arena are visually attractive). - Eating and drinking outdoors (e.g., buying drinks and snacks at the portable kiosk).</p>
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	No. 113	Girl (Theresa)	8 years old	'My own horse' 'My dream horse'	Weather: - When: - Where: In the forest. In a horse riding arena (on an equestrian land) in her equestrian club or in the riding farm or arena in Sauerland.	- Theresa, herself - Her own horse that she wishes to have one day. - The horses - The horse riding team including the riding teachers and the children who are learning horse riding.	- Theresa, herself - The horses - A riding arena; a horse riding field; an equestrian land - Her own horse that she wishes to have one day. - The sun - The sky	D: Brown, Yellow R: Green, Blue, Red, Black Very limited: Pink	Her drawing depicts Theresa that is riding the horse through the forest (She is galloping in the forest with her riding teacher). Riding a horse is really interesting for Theresa. She likes to ride the horse daily; she is interested to groom her horse (cleaning it). She attends the horse riding course; several riding teachers teach her and other children. The children gallop for a short time. Her wish is to have her own horse (her dream horse). She is looking forward to receive her dream horse as a gift from her parents. She likes to have her own horse, though this wish may not be fulfilled soon. She has already attended a riding camp in Sauerland. The horse riding team including the teachers and children like Theresa and her sister traveled together. It was a one- week travel called 'horse riding week'. There, she played with her sister and other children. She and her family (her parents, her sister and her brother) have	She has drawn two scenes in her drawing. One scene outlines her real activities and experience: she is riding a horse in a riding arena or equestrian (while she is attending in the riding course). The second scene outlines her wish to have her own horse; to receive a horse one day as a gift.	-Socialization and going outdoors (e.g., attending a riding camp, which is a one-week travel with her riding teachers and other children; galloping in the forest; riding the horse in the horse riding arena or farm). - Physical Play; Sport Play (e.g., horse riding in the riding arena or in the forest; and vaulting which is described as doing gymnastics or dance on horseback). - Close interaction with the nature and natural elements (e.g., galloping in the forest or riding in the riding arena). - Close interaction with the animal (e.g., being interested in horse riding and interacting with horses; vaulting which is described as doing gymnastics or dance on horseback). - Being surprised; receiving an especial gift; enjoyable waiting (e.g., her greatest wish is having her own horse; she is looking forward to receive her dream horse from her parents). - Sense of caring (e.g., grooming her horse). - Being interested in an especial skill (e.g., being interested in horse riding and learning that professionally;
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									<p>traveled to Sauerland and enjoyed riding in the nature.</p>		<p>attending riding courses and learning that professionally). - Pretend Play; Playing or interaction with play equipment, elements, tools, or settings (e.g., using horse leash (horse halter) and lead rope for a pretend play (horse play) with other children when there is not real horse for riding).</p>
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<p>No. 114 & No. 115</p>	<p>Girl (Lilia)</p>	<p>8 years old</p>	<p>The title of her best day: 'riding an unicycle'</p>	<p>Weather: - When: - Where: Indoors, in the school gym (sports hall).</p>	<p>- Lilia, herself - Her friends, Isabel and Zoe - Their sports trainer, Vera</p>	<p>No.114: - The school's building - The schoolyard - The fence of the schoolyard - The school gym (gymnasium) and its entrance - The entrance of the gymnasium - Lilia, herself with her own unicycle - A unicycle next to the cubicle's door - There are two cabins (cubicles) in the gymnasium; one cabin for boys and the other one is for girls. No. 115: - Inside the school gym (gymnasium) and its entrance - The door - An equipment (like a ladder) for climbing and the mats. - Lilia and her friends Isabel and Zoe that are playing unicycles. - Their sports trainer (in the school's gymnasium); her name is Vera.</p>	<p>No. 114: D: Black, R: Green, Yellow, Red No. 115: D: Yellow R: Black, Blue, Green</p>	<p>- Her best day is when she rides a unicycle for example in her school gym (sports hall). - She is really interested in riding unicycle. - Lilia and her friends, Isabel and Zoe ride unicycle in school's sport hall. They are riding the unicycles in gymnasium and their trainer, Vera is watching them. - There is an equipment like a ladder which is for climbing. - Lilia has her own unicycle and she rides that in open spaces like in the garden or the forest.</p>	<p>Pictures No. 114 & No. 115, are relevant and they describe the same day: on that day, Lilia is in the school and rides unicycle in the gymnasium with her friends.</p>	<p>- Socialization and getting together (e.g., going to the school gym (gymnasium) with her friends and riding unicycle). - Physical Play; Playing Sport (e.g., riding unicycle in the school gym (gymnasium), or in the outdoor environment like in a garden or a forest; climbing the play equipment in the gymnasium). - Interaction or playing with the play equipment, play elements, tools, toys, or settings (e.g., riding unicycle in the school gym (gymnasium), or in the outdoor environment like in a garden or a forest).</p>
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<p>Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)</p>	No. 116 & No. 117	Boy (Majid)	8 years old	<p>Name of the picture No. 116: 'Pomm- Döner Bunt' abbreviation for 'Pommes Döner Bunt' (In English: Colorful French fries & Doner)</p> <p>In drawing No. 116, he has depicted the colorful entrance of the restaurants and their outdoor spaces which chairs and tables for sitting.</p> <p>Name of the picture No. 117: 'Geldscheine' (In English: Banknotes)</p>	<p>Weather: - When: In Daytime Where: In the outdoor environment. In the restaurant.</p>	<p>- Majid, himself - His father</p>	<p>No. 116: - There are two restaurants next to each other: 1. The restaurant which sells Doner kebab and French fries. 2. The restaurant which sells fish. - The entrances of the restaurants. - Majid - His father (invisible in the drawing) - The outdoor environment; the area is called 'Pom-Döner Platz'. - Men's and women's toilet</p> <p>No.117: - Banknotes and coins</p>	<p>No. 116 D: Red, Black, Green, Blue R: Purple, Pink, Yellow No. 117 D: Green R: Black, Yellow, Purple, Orange, Red, Blue</p>	<p>Majid and his father are outside; they go to the restaurant and buy/eat Doner kebab and French fries. Majid said that the food was really delicious. Majid's favorite food is Doner kebab with French fries. It costs 5 euros. Next to this restaurant, there is another restaurant which sells fish like tuna. The area is called 'Pom-Döner Platz' (In English: Fries-Doner space). The name of the bus station is also, 'Pom-Döner Platz' stop (In English: 'Fries-Doner Space' stop). Majid is also interested in watching TV at home.</p>	<p>Picture No. 116 & No. 117 are relevant.</p>	<p>- Being outdoors and socialization (e.g., going out and eating at a restaurant or in public places). - Eating outdoors (e.g., going to the restaurant; eating Doner kebab with French fries in the outdoor environment of the restaurant). - Money-oriented experiences (e.g., buying Doner kebab with French fries and paying attention to the prices; he has drawn the banknotes and coins in picture No. 117; he pays attention to the prices of the things). - Family-oriented experiences (e.g., going out with his father and eating out, at the restaurant with his dad). - Visual attraction (e.g., the colorful design of the restaurant and its entrance is visually attractive to him). - Watching TV</p>
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<p style="text-align: center;">Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)</p>	<p>No. 118 & No. 119</p>	<p>Boy (Julian)</p>	<p>8 years old</p>	<p>“ein komischer Ort“ (In English: a funny/strange place) “den lustigen Tag“ (In English: the day of fun)</p>	<p>Weather: Sunny When: In Daytime Where: In a room which is on the top floor of a skyscraper.</p>	<p>- Julian, himself He thinks of himself as Superman.</p>	<p>- An eighteen-floor skyscraper with chimneys and four rooms on the rooftop. - The sun - The electricity - The stairs (to access his room on the rooftop in skyscraper which is close to the sun). - Julian, himself that is in the room on the rooftop (invisible in the drawing). - A tall tree which is next to the skyscraper. - An equipment on the top of the tree which is for watering that from above.</p>	<p>No. 118: Orange, Yellow, Green No. 119: Green</p>	<p>No. 118: For Julian, being/entering in a skyscraper is really interesting. The skyscraper that he has drawn has 18 floors (It is like a hotel). There are 4 chimneys and also 4 small rooms (cabins) on the rooftop. Julian likes to be on the top floor. He is in the room on the rooftop. For exiting the skyscraper, he exits his room which is on the rooftop and climbs down the large tree which is next to the building. When the weather is warm, he waters the tree from above (from the rooftop). He likes to be in the room on the rooftop since he can be close to the sun. In his drawing, the sun produces electricity (he has drawn that next to the stairs). When he is outside, he climbs up the stairs to access his room on the rooftop which is close to the sun. No. 119: Julian thinks of himself as Superman.</p>	<p>- Experiences or characters influenced by the cartoons, cartoon characters, movies, computer games or story books (e.g., he thinks of himself as Superman; it seems Superman is his hero). - Physical Activity (e.g., climbing up and down the tree; going up the staircase –which is outside the building— to access the rooftop of the skyscraper). - Being in a high place and having the bird’s eye view (e.g., living in a room on the rooftop; he likes to live on the top floor since according to him, he can be close to the sun and see that). - Close interaction with the nature and natural elements (e.g., climbing up and down the tree; being interested to live on the top floor of the skyscraper in order to be close to the sun; watering the tree –which is in the yard or outdoor environment— from the rooftop). - Fantasy experiences (e.g., climbing up the tall tree –which is next to the skyscraper—to access the rooftop of the skyscraper and climbing down that tree to come down from the rooftop on the ground; watering the tree from above; the sun directly generates the electricity). - Sense of Power or Control (e.g., acting as a hero or</p>
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									He has drawn the heart of Superman.	<p>superhero like Superman for example climbing up a tall tree).</p> <p>- Sense of Humor (e.g., he named his story/drawing, 'the funny day' or 'a funny place' because of the unreal/fantasy experiences of the story like climbing up and down the tree same as Superman; or living in a room on the rooftop of the skyscraper in order to be close to the sun).</p>
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<p style="text-align: center;">Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)</p>	<p>No. 120</p>	<p>Boy (Lukas)</p>	<p>8 years old</p>	<p>“die Farben” (In English: the colors)</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: At the beach; in Poland.</p>	<p>Lukas and his family (his brother, his mom, and his father).</p>	<ul style="list-style-type: none"> - The sun - The clouds - The helicopters with banners - The sun shelters - The sea - The beach - A big slide at the beach - A kiosk for buying snacks and drinks - Lukas with his family 	<p>Blue, Yellow, Red, Green</p> <p>Very limited: Black, Skin color</p>	<p>Lukas and his family (his brother, his mom, and his father) are at the sea (at the beach) in Poland.</p> <p>There are lots of fish in the sea.</p> <p>There is a kiosk at the beach; they buy and eat potato chips.</p> <p>When they are at the beach or in the sea, they see the helicopters with banners.</p> <p>It has been written "Flik-flok" on the banner, which is the name of circus group.</p> <p>Lukas and his brother play in the water.</p> <p>There is also a large slide (play equipment) at the beach for playing.</p>	<ul style="list-style-type: none"> - Family-oriented experiences (e.g., going to the beach with his family). - Socialization and being outdoors (e.g., going to the seaside and enjoying the natural and public environment). - Close interaction with the nature and natural elements (e.g., going to the seaside, playing in the water, playing on the beach). - Water-based experiences (e.g., playing with his brother in the water). - Interaction or playing with play equipment, elements, toys, and settings (e.g., playing on the slide which has been installed on the beach; lying on the bench under the sun shelter). - Relaxation in peace and quiet (e.g., lying on the bench under the sun shelter at the beach). - Visual attraction (e.g., watching the colourful nature; watching the helicopters with colourful banners in the sky; the name of Lukas’s drawing is ‘the colours’ which shows his attention to the colours). - Being in the high place and having the bird’s eye view (e.g., flying in a helicopter).
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												<p>- Eating (e.g., buying and eating the potato chips at the kiosk which is located along the beach).</p>
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<p>No. 121 & No. 122</p>	<p>Boy (Nico)</p>	<p>7 years old</p>	<p>-</p>	<p>No. 121 Weather: - When: - Where: In the fire station (fire department)</p> <p>No. 122 Weather: - When: - Where: In the soccer field.</p>	<p>- The Firefighter (Mark). Mark is a friend of Nico's father. He is a role model for Nico. - Nico, himself - Nico's dad</p>	<p>No.121: - The fire department (fire stations) - The entrance is on the left side in the bottom. - The stairs of the fire department (to access upstairs). - Upstairs, there is an injured person on the bed. - The Firefighter: His name is Mark and he is a friend of Nico's father. Nico also knows him as his own friend. He is a role model for Nico. - A rod or pole: In Emergency situation, the firefighters can slide to the ground rapidly by using the pole. - There are four garages in the fire department (Garage No. 1, No. 2, No. 3, & No. 4). - There is a boat which is in the garage No. 4. - There is a ladder which is in the garage No. 3.</p>	<p>No. 121: Red, Ochre/Yellow, Blue, Blue Very limited: Green No. 122: Orange, Blue, Yellow, Black</p>	<p>Nico has drawn a fire department. Mike who is a firefighter is Nico's role model and friend. Mike is a friend of Nico's father. He plays soccer with Nico's father in a soccer team. Nico and his dad have already visited a fire department where Mike works. The office is upstairs; there is a telephone in the office. There is another firefighter in the office to receive emergency calls. There are stairs for accessing the upstairs. Upstairs, there is an injured person on the bed. According to Nico, in an emergency situation, a fireman should first press the bottom which is upstairs. Then, the firemen slide on the pole to reach the ground floor rapidly. In the drawing, the fireman that is sliding on the pole, is Mike. There are four garages (Garage No.1, No. 2, No. 3, & No. 4) in the fire department: - There is a boat in garage No. 4 for using in the water.</p>	<p>In Bergisch Land Free School, the teacher started the Creative Session by ringing a bell; it encouraged the children to focus and listen to their teacher or researcher. Drawings No. 121 & No. 122 are relevant; In picture No. 122, he has drawn the soccer field that Nico, his dad, Mike and other soccer players meet and play. Nico's father and Mike play in a same team. Whenever, Nico see Mike there he can ask him to take them to the fire department.</p>	<p>- Having a role model (or being a fan) (e.g., he is a fan of firefighters; he is interested in visiting the fire department, fire station and the firefighters who work there). - Being interested in an especial occupation or skill and its working context (e.g., he is a fan of firefighters and is interested in visiting fire stations and the people who works there whenever he has free time). - Sense of Power, Control, Strength, Responsibility and Being a Hero (e.g., being interested in firefighting which needs courage and sense of power and control). - Physical Play or Activities (e.g., climbing up the stairs or ladder, sliding on the pole, and playing soccer) - Being outdoors and socialization (e.g., going to the soccer field to play soccer with other people; and visiting a fire station and the firefighters). - Action, Agility, and Risk taking</p>
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							<p>- In Germany, the 112 emergency number is considered as a “fire emergency” and “medical assistance emergency”.</p> <p>No. 122:</p> <ul style="list-style-type: none"> - The soccer field - The soccer players (Nico’s dad, Mike, and other soccer players). <p>Nico’s dad and Mike (the firefighter) play for a same team.</p>		<p>- There is a ladder in garage No. 3.</p> <p>Nico said that he was a fan of firefighters like Mike.</p> <p>When Nico and his dad are on holiday, they go to the soccer field for soccer playing.</p> <p>Then, if they see Mike there, they will ask him to take them to the fire department where he works.</p>		<p>(Firefighting needs mental and physical agility and high risk taking).</p>
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<p style="text-align: center;">Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015</p>	<p>No. 123</p>	<p>Girl (Mia)</p>	<p>7 years old</p>	<p>“Zuhause” (In English: at home)</p>	<p>Weather: - When: In Daytime Where: Inside their home.</p>	<p>- Mia, Herself - Her family: her mom, her dad and her brother (Erik).</p>	<p>- Her house (a multistory family house) - Mia has drawn different parts of her house including: the kitchen; Mia’s bedroom; her brother’s bedroom; her parents’ bedroom; their bathroom; the entrance; the stairs; the garage (on the left side); and the basement. - The sun which can be seen out of the window (in Mia’s room). - A tree next to their house.</p>	<p>Colors of the drawing: Black and White Colors in her imagination: White, Purple, Green Mia has drawn in black and white; but in ‘communicatio n phase’ when the researcher or the teacher asked her about the colors of the drawing, she said: “the walls of Erik’s room are green and the walls of my room are purple. And other walls of the house are white”. She did not talked about the colors of other objects.</p>	<p>Mia just showed different parts of their multistory house. Her focus was on her own room where the sun shines. She did not talk about her enjoyable experiences directly. The sun shines. Mia thinks that her room is the best room in their house because it is bright; it is the only room that she can see the sun directly out of the window. Sometimes Mia does yoga, on her bed. In the kitchen, there is a picture of Mia with the trees in the garden.</p>	<p>Mia just showed different parts of their multistory house. Her focus was on her own room where the sun shines. She did not talk about her enjoyable experiences directly. In both of her drawings (No. 123 & No. 124) she pays especial attention to the sun.</p>	<p>- Family-oriented experiences (e.g., being at home with her family and spending her time with them). - Being indoors: Close interaction with the household furniture and the spaces of her home (e.g., she drew and described different parts of her house). - Playing in peace and quiet (e.g., being at home and doing meditation on the bed). - Being indoors (e.g., enjoying her time with her family at home). - Close interaction with the nature and natural elements (e.g., interaction with the sun and tree: watching the sun out; taking a photo with the trees in the garden).</p>
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<p style="text-align: center;">Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015</p>	<p>No. 124</p>	<p>Girl (Mia)</p>	<p>7 years old</p>	<p>“Spielstraße” (In English: Street of Play)</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: Outdoors, in the urban space. In the street, where their house is located.</p> <p>The name of the street is ‘Spielstraße’.</p>	<p>- Mia, herself</p> <p>- Her family (her mom, her dad, and her brother)</p>	<p>- The big sun</p> <p>- The clouds</p> <p>- A street which is called ‘Spielstraße’</p> <p>(In English: Play Street)</p> <p>- Their garage</p> <p>- Her dad’s car</p> <p>- Her mom’s car</p> <p>- The houses in ‘Spielstraße’. They are in the neighborhood of Mia’s house.</p> <p>- The big sun. It shines directly on Mia’s room (see drawing No. 125).</p>	<p>She has drawn in Black and White</p> <p>After communicatio n phase it was explored that :</p> <p>His dad's car is <i>silver</i>.</p> <p>Her mom's car is Purple or Blue.</p>	<p>In Mia’s second drawing (No. 124), she shows the outdoor environment and urban spaces in the neighborhood of her house.</p> <p>Her father and her brother are next to the garage.</p> <p>Her mom is driving the car to the garage. Mia is also in the car. They are driving along the ‘Play Street’.</p>	<p>- Being outdoors (e.g., riding in a car with her family; exploring the urban spaces in a sunny day; and strolling through the streets).</p> <p>- Family-oriented experiences (e.g., going out with her mom or her family; riding in a car with her family).</p> <p>- Close interaction with nature and natural environment (e.g., she has drawn a big sun; she likes sunny days and enjoys sunshine).</p>
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<p style="text-align: center;">Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015</p>	<p>No. 125</p>	<p>Girl (Luise)</p>	<p>6 years old</p>	<p>“Luft” (In English: Air)</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: Her home and its green outdoor environment.</p>	<p>- Luise, herself</p> <p>- Her mom</p>	<p>- The big yellow sun (with mouth, nose and eyes; there are also some points on that).</p> <p>- The sunbeams</p> <p>- Five Tulips</p> <p>- The grass</p> <p>- Her house</p>	<p>Yellow, Red, Ochre, Green, Pink, Orange</p> <p>Very limited: Black</p>	<p>She said that she always makes a mess and creates chaos in the hall and all around the house. It makes her mom to stumble when she comes (because of messy stuff). Luise finds this funny.</p>	<p>She just talked about the drawn objects; she did not focus on the experiences.</p> <p>Due to the lack of time, her story was not explored well in 'communication phase'.</p>	<p>- Family-oriented experiences (e.g., playing at home and interaction with her mom and her family).</p> <p>- Close interaction with the nature and natural environment (e.g., going out and enjoying walking in the green spaces; she has drawn the tulips, sun, and the grass).</p> <p>- Sense of humour and fun (e.g., making a mess all around the home with play equipment which causes her mom to stumble; this is funny to Luise).</p> <p>- Visual attraction (e.g., looking at the different types of flowers in different colours like red, pink, and yellow tulips which are attractive).</p>
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<p style="text-align: center;">Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015</p>	<p>No. 126</p>	<p>Girl (Luise)</p>	<p>6 years old</p>	<p>"Luft" (In English: Air)</p>	<p>Weather: - When: In Daytime</p> <p>Where: Rapunzel's tower and its surrounding environment in the forest.</p> <p>(Her drawing is based on a German fairy tale, called 'Rapunzel').</p>	<p>- Rapunzel - Rapunzel's stepmother</p> <p>(adopted from a German fairy tale, called 'Rapunzel' or 'Tangled')</p>	<p>It is based on 'Rapunzel' story, a German fairy tale:</p> <p>- The big yellow sun</p> <p>- Rapunzel's tower in the middle of the forest</p> <p>- Rapunzel (a girl with long hair who lives in the tower in the forest). She is in the tower in the drawing.</p> <p>- Rapunzel's stepmother, who is outside the tower;</p> <p>Down, outside is Her step mother(?) that says: " let down your hair, so that I may climb up"</p>	<p>Black, white, and Yellow (color of the sun)</p>	<p>Her drawing is based on a German fairy tale, called 'Rapunzel'. Luise said that she had seen the movie.</p> <p>Rapunzel is in the tower in the middle of the forest. Her stepmother is outside the tower on the ground. She asks Rapunzel to throw her hair down that she can climb by that (like a rope) and enter the tower.</p>	<p>Her drawing is based on a German fairy tale, called 'Rapunzel'. Luise said that she had seen the movie.</p>	<p>- Experiences or characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., her drawing is based on 'Rapunzel' story, a German fairy tale. Her stepmother aims to use Rapunzel's hair as a rope and climb up to enter the tower).</p> <p>- Watching cartoons or movies at home (e.g., watching 'Rapunzel' ('Tangled') at home).</p> <p>- Travelling to a fantasy world (e.g., travelling to the land where 'Rapunzel' lives in a tower in the middle of the forest; it has been adopted from 'Rapunzel' story).</p> <p>- Close interaction with nature and natural environment (e.g., the forest where 'Rapunzel' lives; it has been adopted from 'Rapunzel' story).</p> <p>- Being in a high place and having the bird's eye view (e.g., being in the Rapunzel's tower in the middle of the forest).</p>
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<p style="text-align: center;">Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015</p>	<p>No. 127</p>	<p>Boy (Eritz)</p>	<p>7 years</p>	<p>-</p>	<p>Weather: Rainy</p> <p>When: -</p> <p>Where: In his house and the surrounding outdoor environment.</p>	<p>- Eritz, himself</p>	<p>- A house (Eritz's house).</p> <p>- Eritz is in the house (invisible in the drawing).</p> <p>- The sky</p> <p>- The clouds</p> <p>- The gutter/ drainpipe (The pipe at the lower edge of the roof which collects and carries away the rain and directs that to the container).</p>	<p>D: Blue</p> <p>R (respectively): Orange, Black, Yellow</p>	<p>The weather is rainy. The drainpipe collects and carries away the rain and directs that to the container.</p> <p>Eritz is in the attic in their house. It is his own room and it has got no window. He plays with his toy cars and car racing tracks –Carrera Track—at home.</p> <p>He mentioned that his (remote-controlled) cars can reach 100 km/h. They are waterproof and they can move without the rail as well. Thus, Eritz can play with them on the ground in the outdoor environment, even on the rainy days.</p>		<p>- Being indoors (e.g., playing in the attic at home).</p> <p>- Playing in Peace and Quiet; Small World Play (e.g., playing with his toy cars in peace and quiet in an attic at home).</p> <p>- Having his own space and privacy (e.g., being alone in the attic and playing there).</p> <p>- Interaction or playing with the play equipment, elements, tools, or toys; Small World Play (e.g., playing with toy cars and car racing tracks – Carrera Track—at home; playing with remote- controlled cars both at home and in outdoor environment).</p> <p>- Playing outdoors (e.g., playing with his remote-controlled cars in the outdoor environment even on the rainy days).</p> <p>- Sense of Control, Power, and Speed (e.g., playing with his remote-controlled cars which can reach 100 km/h).</p>
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<p>Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015</p>	<p>No. 128 No. 129</p>	<p>Boy (Eritz)</p>	<p>7 years</p>	<p>-</p>	<p>Weather: - When: - Where: On the wooden staircase of their home.</p>	<p>- His grandfather</p>	<p>- His grandfather - The staircase of their house - Their house which is not visible in the drawing.</p>	<p>Ochre, Red, Black</p>	<p>The man who is Eritz's grandfather falls down on the stairs. Because the stairs are slippery; maybe because of the rain. Maybe this drawing is relevant to the previous drawing (happening on the same day when the weather was rainy).</p>	<p>Drawings No. 128 & No. 129, present the same story. Eritz just repeated the drawing to improve its quality. He described his story on No. 129. In his drawing, he explained a memory which is not obviously relevant to any enjoyable experiences; maybe he just wanted to show a stressful memory/event that he had experienced.</p>	<p>- Family-oriented experience (e.g., caring about his grandfather who has come to their house).</p>
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	No. 130	Girl (Paula)	7 years old	-	Weather: - When: In Daytime Where: Butterflies' house (her house)	- Paula, herself - Her friend, Louisa Paula thinks of herself and her friend, as butterflies. (Two butterflies represent Paula and Louisa)	- Two free butterflies: The big one, which is pink and red, is Paula and the smaller one, which is red and yellow, is her friend Louisa. (Louisa also participated in this Creative Session). - Her house which is called "Butterflies' House". - Two signs at her "Butterflies' House": Butterfly-shaped Sign and Star- shaped Sign. - The butterflies' grass - Three tulips - The sun - The sky - The clouds	D: Blue, Green, Pink, Red R: Orange, Yellow Very limited: Purple	- Paula thinks of herself and her friend (Louisa), as butterflies. - She plays at her home which is called "butterflies' house". - She and her friend, play "Tag" (i.e., "Tag" is a game involving two or more players' chasing other players in an attempt to "tag" and mark them out of play, usually by touching with a hand), and hide-and-seek.	- Socialization (e.g., spending time and playing with her friend). - Physical play; Game- with-Rules (e.g., playing tag; playing hide-and- seek). - Interaction with the nature and natural elements (e.g., thinking of herself and her friend as butterflies; playing in the green environment on a sunny day). - Dramatic Play or Make-believe Play (e.g., Paula thinks of herself and her friend as butterflies that they are flying in the green environment together; they play Tag or hide-and-seek; she named her house, the "Butterflies' House"). - Travelling to a fantasy world (e.g., travelling to an imaginary world where she and her friend are butterflies). - Visual attraction and creating corporate identity (e.g., creating the identity of her imaginary world based on butterfly theme which is attractive to her like drawing the 'Butterflies' House'
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											which has been decorated with butterfly and star shapes).
No. 131 No. 132	Girl (Hannah)	7 years old	-	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: In a green outdoor environment which may be an equestrian arena (a horse riding field; an equestrian land).</p>	<p>- Hannah, herself</p> <p>- Her imaginary horse that she named it 'Tinka'.</p> <p>- Her mother</p>	<p>- Her own horse that she called it 'Tinka'.</p> <p>In reality, she does not have a horse but she wishes to have one.</p> <p>She called her dream horse 'Tinka'.</p>	<p>Blue, Brown, Yellow, Black</p> <p>Very limited: Skin color, Pink, Red</p>	<p>In reality, she does not have a horse; but it is her wish to have one. She expects to receive a horse (probably as a gift from her mom) in 2 months. She is enthusiastically waiting for this dream to come true.</p> <p>In the drawing, Hannah is on the horse (Tinka) and her mom has held the leash. She said that she had attended equestrian school so far, but they had not taught her anything new.</p> <p>In that school, she just had ridden a pony but not a horse. Because of that, it is her wish to have and ride a horse. Riding a horse, is an interesting experience for Hannah and it makes too much.</p> <p>Because, she feels free while riding the horse.</p>	<p>Drawings No. 131 & No. 132, present the same story. Hannah aimed to draw the picture again in order to keep one copy for herself.</p>	<p>- Being outdoors (e.g., going out to an equestrian field with her mom; riding her own horse in a green equestrian arena).</p> <p>- Being surprised and receiving a reward or gift (e.g., receiving a horse from her parents as a gift).</p> <p>- Close interaction with the animals (e.g., she really likes horses; she is interested in riding her own horse).</p> <p>- Close interaction with the nature and natural elements (e.g., riding her own horse in a green equestrian arena).</p> <p>- Physical Play (e.g., horseback riding or galloping).</p> <p>- Sense of exploration and freedom (e.g., she feels free while riding a horse).</p>	

<p style="text-align: center;">Avin Kindergarten, in Tehran, Iran (In Persian: مهد کودک آوین) Date: 26.07.2015</p>	<p style="text-align: center;">No. 133</p>	<p style="text-align: center;">Girl (heart house)</p>	<p style="text-align: center;">7 years old</p>	<p style="text-align: center;">-</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: In the green outdoor environment, in the forest.</p>	<p>- Rojina, herself</p>	<p>- The forest</p> <p>- The Trees</p> <p>- The sky</p> <p>- Rojina, herself</p> <p>(She has sat on the ground cloth, making picnic and eating Gheymeh).</p>	<p>D: Green, Green</p> <p>R: Brown, Pink, Blue</p> <p>Very limited: Red</p>	<p>Before the Creative Session starts, Rojina was making a picnic with household appliances toy set (a Pretend Play; Dramatic Play; Make-believe Play).</p> <p>Describing her story/drawing:</p> <p>Her enjoyable day is a day when she goes to a forest for having picnic there.</p> <p>Since there are stones on the ground, she spreads two blankets on the ground to use them as the mat or groundsheets for sitting and making the picnic.</p> <p>She sits there to make picnic and eats Gheymeh which is a traditional Persian food. She counts how many spoons of Gheymeh she has eaten. She really likes Gheymeh.</p> <p>The girl of the story (which is Rojina) is calm and quiet.</p> <p>The atmosphere of the forest is very relaxing and</p>	<p>The girl that she describes in her story/drawing refers to Rojina, herself.</p>	<p>- Role Play (also called Pretend Play or Make-believe Play); Small World Play (e.g., playing with the household appliances toy set and making a picnic in the yard or balcony of her house or in her kindergarten (a pretend play or small world play)).</p> <p>- Playing with the play equipment, elements, toys, or settings (e.g., playing with the household appliances toy set and making a picnic (a pretend play or small world play)).</p> <p>- Eating (e.g., eating Gheymeh – which is a traditional Persian food— in reality or in the pretend play).</p> <p>- Going outdoors and having picnic (e.g., going to the forest and making a picnic there).</p> <p>- Close interaction with the nature and natural element</p>
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<p>Avin Kindergarten, in Tehran, Iran (In Persian: مهد کودک آوین) Date: 26.07.2015</p>									<p>quiet and Rojina enjoys that. There are many different species of trees in The forest. There, she listens to the music, plays, and laughs.</p> <p>She also likes making picnic in the yard or balcony of her house or kindergarten.</p>		<p>(e.g., going to a forest and making a picnic there; having a wonderful view of the trees).</p> <p>- Play in peace and quiet (e.g., enjoying the atmosphere of the forest which is very relaxing and quiet; playing alone in the forest like playing with household appliances toy and making a picnic; listening to the music; and laughing alone).</p> <p>- Listening to the music (e.g., listening to the music in the forest).</p> <p>- Being independent (e.g., going alone to the forest and making a picnic there).</p> <p>- Sense of privacy and defining one's personal space (e.g., spreading the blankets on the ground in the forest and using them as the groundsheets which define her personal space for sitting, playing and making a picnic).</p>
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<p style="text-align: center;">Avin Kindergarten, in Tehran, Iran (مهد کودک آوین) (In Persian: مهد کودک آوین) Date: 26.07.2015</p>	<p>No. 134</p>	<p>Girl (Rojina)</p>	<p>7 years old</p>	<p>-</p>	<p>Weather: - When: - Where: In the Kitchen, at home</p>	<p>- Rojina, herself (The girl of the story). - Her mom (The woman of the story).</p>	<p>- Rojina, herself & her mom who are in the kitchen, at home (invisible in the drawing). - The Kitchen - The Kitchenware (Teapot, etc.) - The birthday cake which is on the table.</p>	<p>Brown, Pink, Ochre, Orange</p>	<p>There is a woman in the kitchen; she is Rojina's mom (invisible in the drawing). She is making Tea and baking birthday cake for her daughter (Rojina). Because, it is her daughter's birthday. The daughter (Rojina) really likes biscuits with cream. She also helps her mother to make/bake cakes.</p>	<p>- Family-oriented experiences (e.g., being with her mom at home and helping her with household chores; baking with her mom; eating the birthday cake and drinking tea together at home). - Being indoors (e.g., being with her mom at home and helping her with household chores). - Household chores, Baking (e.g., Rojina is interested in household chores. She helps her mom in making tea and baking the birthday cake). - Eating and drinking (e.g., eating the birthday cake and drinking tea with her mom at home). - Using and interaction with the household appliances and kitchenware (e.g., interaction with or using the teapot, samovar, and baking dish for baking a cake and making tea).</p>
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<p style="text-align: center;">Avin Kindergarten, in Tehran, Iran (In Persian: مهد کودک آوین) Date: 26.07.2015</p>	<p>No. 135</p>	<p>Boy (Parsa)</p>	<p>6 years old</p>	<p>Balcony</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: in an outdoor green environment near their house</p>	<p>- Parsa, himself</p> <p>- His dog</p> <p>- His family</p>	<p>- A house (their family house)</p> <p>- The natural green environment around the house (maybe it is a garden).</p> <p>- The trees</p> <p>- The Water (a lake, a river or a pool).</p>	<p>D: Green</p> <p>R: Orange, Blue, Brown, Yellow</p>	<p>Parsa and his family are in the house; they are in the room which is upstairs. No one else is allowed to enter the house.</p> <p>The house has a big window. First, they watch the outdoor green environment (their garden or yard) out of the window. Then, they come to the garden (the green open environment) which has got beautiful trees and a small lake or pool (the water in the drawing).</p> <p>Parsa and his family sit around the water (the lake or pool); they dip their feet into the water (the lake or the pool).</p> <p>Parsa fishes there with fishing hook. His dog is also there and it dips its feet in the water (the lake or pool) as well.</p> <p>Parsa gives his fishing hook to his dog; he lets his dog to try fishing as well.</p>	<p>- Being in the high place and having the bird's eye view (e.g., being in the room which is upstairs and watching the outdoor green environment out of the window).</p> <p>- Family-oriented experiences (e.g., spending his time with his family at home and in the garden).</p> <p>- Close interaction with the nature and natural environment (e.g., being interested in watching the trees and spending time in green spaces like spending time in their green garden; and interaction with the lake or pool).</p> <p>- Water-based entertainment and experiences (e.g., dipping their feet into the lake or pool; and fishing in the lake).</p> <p>- Close interaction with the animal (e.g., playing with his dog near the lake (or pool) in the garden; and fishing in the lake).</p> <p>- Play in peace and quiet (e.g., playing at home; playing with his dog near the pool/lake; fishing).</p>
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	No. 136	Girl (Diba)	5 years old	"Shima" (It is the name of a relative who is a manicurist,, Diba's mom has told her if she did not chew her nails, she would take her to Shima for manicure Diba's nails)	Weather: - When: In Daytime Where: In the villa on the mountain and in the surrounding (green) environment.	Main character: The girl (that is referring to Diba, herself). Secondary Characters: The girl's parents	<ul style="list-style-type: none"> - A girl (Which has fallen from the balcony of the house on the ground). - Her parents that are in the home (invisible in the drawing) - A villa on the mountains - The mountains - The grass - A tree - A pool with many fishes. - A fish next to the pool (it has jumped out of the water) - An ambulance 	<p>D: Brown, Green</p> <p>R: Grey, Yellow, Blue</p> <p>Very limited: Orange, Red</p>	<p>There is a villa on the mountain. It has got a balcony with barbecue for grilling. There are three gray paths in order to access the villa through the mountains.</p> <p>A girl and her family live in that villa. Sometimes, the girl is allowed to play in the balcony. But since its safety rail is not high enough, playing there is dangerous and she may fall from the balcony.</p> <p>One day, the house was on the fire. When the girl came near the window, unfortunately she suddenly fell out of the window on the ground. Since her parents could not find her at home, they got worried.</p> <p>After looking for their girl for a while, they found her outside on the ground. They called the Ambulance to take her to the hospital.</p> <p>There was a pool outside with many fish.</p> <p>No one approached that pool; because the fishes moved fast and jumped up and down in the water.</p> <p>There was a fish out of the pool. It had jumped out of the water. The girl saw that fish and wanted to save it; she aimed to take/lift that fish gently</p>	Most of the experience that were described in her story were not positive ones.	<p>- Close interaction with the nature and natural elements (e.g., living in a villa which is on the mountain; her drawing shows the interaction with the big tree, mountains, green environment, and water).</p> <p>- Being in the high place and having the bird's eye view (e.g., e.g., living in a villa on the mountain; playing in its balcony; and having the bird's eye view from the villa).</p> <p>- Facing the danger; having an accident; and frightening and risk-taking experiences (e.g., playing in the balcony which is dangerous; jumping from the window of the burning house; falling out of the window on the ground and getting injured; calling an ambulance; going to the hospital; trying to save the dying fish which is out of the water; not getting close to the pool which has many fish).</p> <p>- Sense of responsibility and sympathy (e.g., trying to save the fish which is out of the pool).</p> <p>- Family-oriented experiences; grilling and eating (e.g., playing at home and grilling in the balcony with her parents).</p>
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									<p>and return it to the water. But she was not able to do that since the girl herself was injured and waiting for the ambulance.</p>		
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<p>No. 137 & No. 138 & No. 139</p>	<p>Boy (Siavash)</p>	<p>6 years old</p>	<p>-</p>	<p>No. 137: Weather: - When: At Night-time & In Daytime Where: - In an island which is sinking. - On the boat in the Sea. ----- No. 138: Weather: Sunny When: In Daytime Where: - On the boat, in the sea. - In the helicopter. - In the sky (skydiving by the parachute). - In the airport. - On the plane. - In a garden in a new land. ----- No. 139: Weather: - When: In Daytime</p>	<p>- Siavash, himself - Three men who are the inhabitants of the island (the imaginary characters created by Siavash).</p>	<p>No. 137: - The sky - The moon - The stars - Siavash: he is on the boat, sailing in the sea. - The boat (Siavash's boat) - The sea - The island - The coconut tree - The inhabitants of the island (3 men); person A is eating turkey and fish at home; person B is grilling and person C is fishing. - A wooden house on the island. - Two doors (one of them is a secret door). - A wall (outside the house) which has electricity to protect the house. - The wooden furniture inside the house. - Kitchenware and confectionery utensils (inside the house) - The cooked turkey which is on the table (inside the house). ----- No. 138: - The sea - Siavash's boat - Siavash and the tree men who are</p>	<p>No. 137: D: Blue, Green R: Brown, Black Very limited: Red, Ochre ----- No. 138: Green, Green Blue Very limited: Black, Yellow, Pink ----- No. 139: D: Green R: Brown, Yellow Very limited: Orange, Blue, Pink</p>	<p>No. 137: It was night. Siavash was on the boat with Iran's flag. He did not know where he was. He was lost in the sea. After a while, he reached an island that had 3 inhabitants; there were three men that lived there. When Siavash reached that island, one of the men was fishing (person C), the other one was grilling (person B), and the third one was eating at home (person A). There was a wooden house in the island that those 3 men had built that. Since the island was sinking, Siavash aimed to save them. Because of that when Siavash asked them if they wanted to be saved by Siavash from the sinking island, they agreed. Thus, they (the three men) damaged their wooden house and took the wood pieces with themselves to the boat. Siavash took them all out in his boat (with their wooden pieces).</p> <p>No. 138: They asked for help from a helicopter that was flying nearby.</p>	<p>Drawings No. 137, No. 138, and No. 139 are relevant and respectivel y describe the scenes of the same story.</p>	<p>- Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books; Adventurous travelling to interesting destinations and exciting experiences (e.g., getting involved in an adventures story and exciting experiences: sailing the boat and getting lost in the sea; finding an island; meeting new people on that island; humping from the plane , parachuting and skydiving; discovering a new land for living; and building a new house).</p> <p>- Being in the high place and having the bird's eye view (e.g., being airlifted by the helicopter; flying in a helicopter and in an airplane; jumping from the plane; using the parachute (parachuting) and skydiving).</p> <p>- Using play equipment, elements, toys, tools and settings (e.g., sailing the boat; using the parachute (parachuting); and using the fishing equipment).</p> <p>- Sense of Control, Power, Responsibility,</p>
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<p style="text-align: center;">Avin Kindergarten, in Tehran, Iran (In Persian: مهد کودک آوین) Date: 26.07.2015</p>					<p>Where: In a garden in a new land.</p>	<p>his new friends (invisible in the drawing). - The helicopter - The airport (invisible in the drawing). - The plane - The man who is jumping from the plane with the parachute and landing on the garden in the new land. - A garden in the new land - The grape tree and flowering trees in the garden - The new house in the garden in the new land.</p> <p style="text-align: center;">-----</p> <p>No. 139: - The garden in the new land - The grape tree - The flowering trees - Their new house which has been made of timber (the wooden pieces). They themselves have built their house. - A staircase to access the upstairs</p>		<p>The rescue helicopter, transports them to the airport. At the airport, they get on the airplane. They jumped out from the airplane using their parachute. They landed on a garden.</p> <p>No. 139: In that green environment, they built a new house with the timbers – the long wooden pieces of their old house structure (on the sinking island) that they took with themselves.</p> <p>They watered the trees and herbs. The grape tree and the tree with flowers grew up perfectly. Sivash really likes grape. Finally, they stayed forever in that garden and lived in their new house. They hunted (the birds and animals) and grilled them. They were enjoying their life there; they were walking in the garden, and seeing various animals like snakes and scorpions –both alive and dead.</p>	<p>and Strength; Being a hero (e.g., helping and saving the people who live in the sinking island).</p> <p>- Physical Play and Activities; Sport (e.g., boat riding; climbing the rope that was hung from the helicopter; jumping from the plane; using the parachute (parachuting) and skydiving).</p> <p>- Frightening experiences and adventure; Risk-taking experiences and courage (e.g., boat sailing in the sea at night; going to a sinking island and saving the people who live there; climbing the rope that was hung from the helicopter; jumping from the plane; parachuting and skydiving; living and hunting in the jungle that has animals like snake and scorpion).</p> <p>- Destroying; Manipulation; Constructive Play or Activity, and Creative Activity (e.g., destroying the old wooden house and building a new house with the timbers).</p> <p>- Water-based experiences (e.g., boat sailing in the sea; fishing in the sea).</p> <p>- Planting the trees and flowers in the garden; watering them and</p>
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											<p>enjoying watching their growth stage in the nature (e.g., planting a grape tree and several flowers and watering them).</p> <p>- Picking the fruits from the tree and eating them (e.g., picking the grapes from grape tree in the garden).</p> <p>- Socialization and making new friends (e.g., going to the island, becoming friends with the people of that sinking island; and helping and saving them).</p> <p>- Close interaction with the nature and natural elements (e.g., interaction with the sea, the island, the sky, the trees, and the flowers).</p> <p>- Hunting, Cooking or Grilling, and Eating (e.g., turkey hunting and grilling that).</p>
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	No. 140	Girl (Hora)	6 years old	"Garden"	Weather: Sunny When: In Daytime Where: In a Garden	Main character: Hora, herself (invisible in the drawing) Secondary characters: Her parents (invisible in the drawing)	- Hora, herself (invisible in the drawing) - The cherry tree - The sun - The clouds - The flowers - The butterfly - A house which is where Hora and her parents live (invisible in the drawing) -	D: Green, Green R: Blue, Yellow Very limited: Red, Orange, Black	Hora has drawn a garden. The weather is sunny and great. Hora finds, the sun and clouds really beautiful. The garden is full of flowers and butterflies. Hora has planted a tree; she sees that the tree is full of cherries. She shows an imaginary area outside the drawing on the right side; she says that she is there, planting another tree. She shows an imaginary area outside her drawing on the left; and says that there is a house there that belongs to a family (including the mother, daughter, and father). She meant her own family. The Mother is tidying up the home. She helps her mom. She plays with her toys at home; when the playing finishes, she puts her toys away (i.e., putting them in the place where they are usually kept). The father is a farmer and works in their garden. The parents invite their neighbors, to their house. They wait enthusiastically for their neighbors (guests) to arrive and come to their home. The activities of the daughter of the family (Hora):	- Close interaction with the nature and natural elements; being interested in an especial occupation or skill (e.g., living in the house which is in the middle of the green environment (like a garden); exploration in the garden; being interested in gardening and farming; being interested in planting the trees and flowers; watching the flowers and butterflies). - Being outdoors (e.g., being in the garden and exploring that). - Being indoors (e.g., being at home with her family, helping them with the household chores, playing with her toys, holding a party at home and inviting their friends). - Family-oriented experiences; sense of caring (e.g., spending her time with her parents at home or in the garden; helping them with their chores including household chores or gardening). - Holding a party and getting together (e.g., inviting their neighbors over). - Being surprised and receiving reward (e.g., receiving the rewards like new stickers or new dolls from her parents for helping them). - Planting the trees or flowers and enjoying
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								<p>- She is interested in helping her parents with their chores: helping her mother with household chores and helping her dad with farming in the garden.</p> <p>- Sometimes she receives rewards (like a new doll or stickers) for helping her parents.</p> <p>- Hora mentions that she likes girlish rewards/gifts/toys.</p> <p>- She is interested in playing with her dolls and toys at home or in the garden.</p> <p>- She likes to play with her friends; for example, they get involved in a role play like "mom-aunt-child" game. They also paint together; sometimes she frames her paintings/drawings and keeps them as pictures. Hora and her friends also play with the dolls, LEGOs or Domino tiles.</p>	<p>observing their growth stages in the nature (e.g., planting a cherry tree in the garden; enjoy watching the cherries on the tree).</p> <p>- Enjoyable waiting and being surprised (e.g., waiting enthusiastically for their guests to arrive; waiting to receive the gifts from the parents; waiting for the cherry tree to bear fruit).</p> <p>- Socialization; holding a party (e.g., inviting her friends and neighbors over; playing with her friends at home and or in the garden).</p> <p>- Sense of responsibility, supporting, caring, and hospitality (e.g., helping her parents with their chores like household chores, farming, or gardening).</p> <p>- Playing with the play equipment, elements, toys, and settings (e.g., playing –with her friends— with dolls, LEGOs, Domino tiles; and drawing with colored pencils).</p>
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	No. 141	Girl (Solaleh)	6 years old	"The garden of river"	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: In a garden, which has got a river and in a playing space (park)—near the garden— with play equipment (like a swing).</p>	<p>Main characters: Solaleh, herself and her friend Rana</p> <p>Secondary characters: other friends (invisible in the drawing)</p>	<p>- A garden (with trees and a river)</p> <p>- A playing space (park) near the garden</p> <p>- Solaleh, herself (she is swinging)</p> <p>- Her friend, Rana (she is swinging)</p> <p>- Other friends (invisible in the drawing)</p> <p>- The swing(s)</p> <p>- The slide</p> <p>- A river</p> <p>- A Tree (a cherry tree or apple tree) with fallen leaves</p> <p>(somehow bare and leafless)</p> <p>- The sun</p> <p>- The cloud</p> <p>- Two butterflies</p>	<p>D: Blue</p> <p>R: Green, Brown, Yellow, Red, Orange</p> <p>Very limited: Pink</p>	<p>She and her friends are on the swings in the garden (she did not mention that it was a playground).</p> <p>They were swinging; they were waiting for the rest of their friends to arrive and join them in order to play along and in the river, in the garden.</p> <p>They like fishing in the river and playing in the water with a swim tube (swim ring).</p> <p>The tree of the garden is a fruit tree (like a cherry or apple tree).</p> <p>They also play with butterflies (following and catching the butterflies).</p> <p>Then, they go to the playing space (a park) near the garden. There, they use play equipment like playing on the slide and the swing.</p> <p>It is also one of her friends' birthday; thus, they want to surprise her and buy a cake and a gift (a Barbie doll) for her.</p> <p>They buy a Cinderella Birthday Cake for their friend.</p>	<p>It seems Rana is Solaleh's close friend; they both participate d in the Creative Session.</p> <p>Visually, half of her drawing represents autumn (the landscape of the garden) and another half represents spring or summer (the view of the park/playin g space).</p>	<p>- Close interaction with the nature and natural elements and spaces (e.g., going to the garden with her friends and playing there; fishing and swimming in the river; going to the park—a green playing space; interaction with the fruit trees and butterflies).</p> <p>- Being outdoors (e.g., going to a garden; going to the park).</p> <p>- Socialization and getting together (e.g., spending her time with her friends and playing with them; going to a garden or park with her friends and celebrating her friend's birthday).</p> <p>- Holding a party and celebration (e.g., celebrating her friend's birthday with other friends).</p> <p>- Surprising someone; Giving gifts (e.g., planning and holding a birthday party, buying the birthday cake and gift (a Barbie doll) for her friend).</p> <p>- Playing with play equipment, elements, toys, and settings (e.g., playing on the swing and slide in the park).</p> <p>- Water-based entertainment and experiences (e.g., fishing in the river; swimming and playing in the river and using the swim tube).</p>
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											<ul style="list-style-type: none">- Close interaction with the animals, birds, and insects (e.g., interaction with the butterflies, following and catching them). - Physical play (e.g., following and catching the butterfly in the garden). - Picking the fruits from the trees and eating the fruits (e.g., picking cherries and apples from the trees in the garden). - Visual attraction (e.g., buying a Cinderella Birthday Cake for her friend).
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<p style="text-align: center;">Aeene Roshan Primary School, In Tehran, Iran (In Persian: مدرسه ی آیین روشن Date: 27.07.2015</p>	<p>No. 142</p>	<p>Girl (Rana)</p>	<p>6 years old</p>	<p>“The day of joy”</p>	<p>Weather: The weather is sunny but it will rain soon.</p> <p>When: In Daytime</p> <p>Where: In an outdoor public park; its name is, “Sadaf Park”.</p>	<p>Main characters: - Rana, herself. - Her mother.</p> <p>Secondary characters: Her friends.</p>	<p>- Rana, herself</p> <p>- Her mother</p> <p>- A park and its playing equipment like a slide, a spinner —a circle-shaped equipment which rotates when people walk on that, a seesaw (teeter- totter).</p> <p>- A cherry tree</p> <p>- The flowers</p> <p>- The name of the park written on the board (“Sadaf Park”).</p> <p>- The mountains</p> <p>- The cloud</p> <p>- The sun</p>	<p>It is colorful.</p> <p>Green, Green Brown Blue Blue Red Yellow Orange Skin color Purple</p>	<p>She goes to the park (“Sadaf Park”) with her mom.</p> <p>She plays in the park and uses the play equipment and settings like the slide, the spinner, and the teeter- totter.</p> <p>She picks the cherries from the tree and takes them home.</p> <p>Rana and her friends follow the butterflies in order to catch them.</p> <p>Rana attends the skating class/course which is held in “Sadaf Park”.</p>	<p>She knows “Sadaf Park” and usually goes there with her mom. She had experience d the things that she mentioned in her story.</p>	<p>- Being outdoors (e.g., going to the park).</p> <p>- Family-oriented experiences (e.g., going to the park with her mom).</p> <p>- Playing with the play equipment, elements, toys, tools, and settings (e.g., playing on the slide, using the spinner, and playing on the teeter-totter in the park).</p> <p>- Physical Play; Sport (e.g., skating in the park; following and catching the butterfly).</p> <p>- Picking and eating the fruits (e.g., picking the cherries from the trees and taking that home).</p> <p>- Close interaction with the nature and natural elements and spaces (e.g., interaction with the mountains, flowers, trees, and the butterflies in the park).</p>
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	No. 143	Girl (Hasti)	6 years old	"Calendula Flower"	Weather: Sunny; Windy; Cold When: In Daytime Where: In the garden	Hasti, herself	<ul style="list-style-type: none"> - Hasti, herself with a flower in her hand. - Various types of flowers (planted in the park). - Many birds; there are two groups of birds: blue ones and red ones. - Two bird's eggs. - Two butterflies - The clouds - The sun - The sky - The swings 	It is colorful. Green Green, Brown, Blue, Orange, Yellow, Red, Purple	<p>Hasti is in the park. She enjoys looking at various types of flowers; she picks one flower and then, she goes to the swing for swinging.</p> <p>The butterflies are flying.</p> <p>The birds (red ones and blue ones) are migrating toward the mountains; According to Hasti, they want to live in a warmer climate.</p> <p>The eggs of the birds fall down from the nest because of the wind; thus, the birds develop a solution to prevent that which is locking their nest (like locking the home's door).</p> <p>The butterflies help the birds to carry their fallen eggs.</p>	<ul style="list-style-type: none"> - Being outdoors (e.g., going to the park and playing there) - Playing with the play equipment, elements, toys, and settings (e.g., swinging in the park). - Close interaction with the nature and natural elements (e.g., being interested in watching and picking the flowers in the park; observing the mountains, birds, and the butterflies). - Interaction with the animals, birds, and insects; Exploration and learning in the nature (e.g., observing the birds and butterflies and their life and interactions in the nature). - Being in an imaginary world with imaginary experiences; Make-believe play (e.g., in understanding the communication between birds and butterflies; in her story the butterflies help the birds to carry their eggs; the birds can think and find solutions for example, they lock their nests to prevent their eggs from falling due to the wind). - Being independent (e.g., she is alone in the park). - Sense of caring (e.g., caring about the life of the birds and their eggs in the nature and trying to find solutions for supporting and taking care of them).
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<p style="text-align: center;">Aeene Roshan Primary School, In Tehran, Iran (مدرسه ی آیین روشن: In Persian) Date: 27.07.2015</p>	<p>No. 144</p>	<p>Girl (Parmis)</p>	<p>6 years old</p>	<p>“The jungle of animals”</p>	<p>Weather: - When: In Daytime Where: In the jungle.</p>	<p>- Parmis, herself - Her dog - Different animals that live in the jungle including: the tigers, etc.</p>	<p>- Parmis, herself - Her dog - Three tigers - A machine (like a robot) that collects the trash in the jungle - The butterflies - The sparrows - The birds - The dragon that does not have teeth (its name is “without teeth”) - The sun - The clouds - There is a big tent that is considered as her family’s house— where Parmis and her parents live— in the jungle. It is invisible in the drawing. - The big tent (their house) has got different rooms for all the animals to stay as well.</p>	<p>D: Blue Yellow Black Green Brown R: Pink Orange Red Purple Very limited: Skin color</p>	<p>- The machine (a robot) that picks up and collects the trash in jungle. The tiger that is close to the (flowering) tree, kicks it so that its flower falls down. The two other tigers are playing with each other (rough-and-tumble play). These three tigers are friends. Parmis strolls in the jungle with her dog. She also rides the tiger and explores the nature (in the jungle). There is a hole in the tree, which is like a home for sparrows. The sparrows fly to their home (the hole in the tree) to feed their baby sparrows (fledglings). The butterflies fly to the sun. The black dragon that Parmis has called it “without teeth”, is flying. After strolling in the jungle with her dog and tigers, she tells them that she is sleepy and tired. Then, they go together to their big tent. There is a big tent that is considered as her family’s house— where Parmis and her parents live— in the jungle. It is invisible in the drawing.</p>	<p>- Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (Developing her story based on the life of wild animals in the jungle (she had seen several animal species in the Zoo and also in the TV). - Close interaction with the animals, birds, or insects; sense of caring for the animals (e.g., having her own pet—a dog; living in a tent in the jungle with her family and various animals; having a close relationship with the animals and birds like interaction with her dog, the tigers, the dragon, the sparrows, and the butterflies; providing a space in the tent for the animals to stay and rest). - Close interaction with the nature, natural elements; Having environmental awareness (e.g., living in the jungle; taking care of the nature; cleaning the nature by a machine (an automatic device); interacting with the trees, flowers, animals, birds and insects). - Having environmental awareness; sense of environmental responsibility; sense of invention (e.g., taking care of the nature; cleaning the jungle by a machine which is an automatic device that picks up and collects the trash).</p>
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								<p>Parmis and her mom have set up the tent—a big sturdy tent as their home in the jungle. The tent has various spaces and rooms even for animals to stay and rest.</p> <p>It has got several floors and spaces:</p> <ul style="list-style-type: none"> - The first floor is for Parmis and animals to use and stay. - The kitchen is in the second floor. -The third floor is for her parents, etc. -There is a green space near the tent with flowers and trees. -They can see this beautiful space out of the window. 		<ul style="list-style-type: none"> - Being outdoors (e.g., living in a tent in the jungle; exploring the nature and interaction and playing with the animals in the jungle). - Family-oriented experiences; Adventurous travelling to an interesting destination (e.g., setting up a large and sturdy tent in the jungle with her mom; living in that tent with her parents). - Constructive Play (e.g., setting up a large and sturdy tent). - Sense of courage, power, control, strength; sense of caring for the animals (e.g., living in the tent in the jungle of animals; close interaction and playing with the wild animals like the tigers and the dragon; providing a space in the tent for the animals to stay and rest). - Being independent (e.g., strolling alone through the jungle of animals). - Exploration and learning in the nature (e.g., strolling through the jungle and learning from the life of the animals like the tigers and the winged dragon; the birds like sparrows that live in the tree and feed their baby sparrows there; and the insects like the butterflies that fly towards the sun). - Visual attraction
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										<p>(e.g., having a great view from the tent to the green spaces with flowers and trees in the jungle).</p> <p>- Being in the high place (e.g., being on the tree where the sparrows live; being on the top floor of the tent).</p> <p>- Resting in peace and quiet (e.g., resting and sleeping in the tent).</p> <p>- Physical Play (e.g., rough-and-tumble play with the animals like her dog and the tigers; riding the tigers and the winged dragon).</p> <p>- Sense of humor (e.g., she called the dragon “without the teeth”; probably she meant that it was not dangerous).</p> <p>- Characters and experiences influenced by the cartoons or cartoon characters; Imaginary creatures (e.g., riding the tiger or the winged dragon which is called “without the teeth”).</p>
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<p style="text-align: center;">Aeene Roshan Primary School, In Tehran, Iran (مدرسه ی آیین روشن) Date: 27.07.2015</p>	<p>No. 145</p>	<p>Girl (Shayli)</p>	<p>6 years old</p>	<p>"The fragrant garden"</p>	<p>Weather: - When: In Daytime Where: In a (fragrant) garden which has got play equipment and settings.</p>	<p>- Shayli, herself - Her friend, Noora - A snake which is called "Ava"</p>	<p>- Shayli, herself and her friend (Noora) - The sun - The clouds - Two birds that are flying. - The winged snake (called "Ava") which is flying. - A butterfly - A swing - A slide - A trampoline</p>	<p>Purple Orange Yellow Red Brown Pink Green Blue</p>	<p>Her mom has allowed her to go out with her friend, Noora after kindergarten (time). Shayli and Noora are the same age and were born on the same day. Shayli and Noora go to a garden together. Shayli is jumping on the trampoline. They jump in order to reach the birds who are flying high above them; but they can't. Then, they swing and both of them fall on the winged snake that is called "Ava". The winged snake can fly; thus, in order to reach the birds, Shayli and Noora ride the winged snake that flies. When they reach the birds, the flying birds carry them (riding the flying birds). One bird carries Shayli and the other one carries Noora. After a while, the birds throw Shayli and Noora on the slide. After sliding, they follow the butterfly in order to catch it and take it home. When the flying snake ("Ava") sees their butterfly (it is like a sign), it lands on the ground and takes Shayli and Noora for flying in the sky.</p>	<p>Shayli has adopted the name of "Ava" from the name of one of her friend that is older than Shayli. Shayli and Noora are the same age and were born on the same day. The focus of the story is on the children's interaction with animals and birds.</p>	<p>- Being outdoors and socialization (e.g., going to the park with her friend). - Close interaction with the animals, birds, and insects (e.g., interaction with the flying birds, winged snake, and the butterflies). - Imaginary experience and creature (e.g., riding the winged snake). - Physical Play (e.g., jumping on the trampoline). - Being in the high place (e.g., jumping on the trampoline in order to approach the flying birds; riding the winged snake; riding the flying birds). - Flying (e.g., riding a winged snake which is flying; riding the flying birds). - Using the play equipment, play elements, and toys (e.g., swinging and sliding in the park—using the swing and the slide). - Fantasy story; Imaginary creatures (e.g., riding the winged snake). - Being in an imaginary world with imaginary experiences (getting involved in an imaginary play; Make-believe play: (e.g., creating a communication with the winged snake: when the</p>
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<p style="text-align: center;">Aeene Roshan Primary School, in Tehran, Iran (In Persian: مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)</p>	<p>No. 146</p>	<p>Girl (Parnian)</p>	<p>7 years old</p>	<p>-</p>	<p>Weather: - When: - Where: -</p>	<p>- Parnian drew the story that her mom had read to her (from a story book). The characters of the story are two queens.</p>	<p>- A landTwo queens: - The pink queen: She is a bad queen; she has a crown on the head and money and jewelries of the people in her hands. - The red queen: she has a crown on the head and candles in her hands that lighten her way in the jail. - A kind angel who came down from the sky to the land (invisible in the drawing). - A capable boy of the land</p>	<p>D: Red, Pink R: Green, Purple</p>	<p>The day that Parnian’s mom is telling or reading her a fantastic story, is really enjoyable for her. Parnian drew the story that her mom had read to her (from a story book). The story: There was a land. That land (or city) had a bad selfish queen who took people’s money (by force) and deprived them of money. She did not manage the land truthfully. One day a kind angel came down from the sky to that land. She told one of the capable boy of that land: “you and other people should do something to save your land”. In the beginning it was challenging but they united against the bad queen and they could defeat her; they saved the good queen who was in the prison and set her free. After that time, the good queen who was really kind and honest managed the land truthfully. Parnian always enjoys listening to her mom when she reads or tells her great stories. Sometimes she reads a storybook to her mom as well. She enjoys hearing or reading stories a lot.</p>	<p>- Being indoors; Family-oriented experiences (e.g., spending time with her mom at home like listening to the story that her mom is reading or telling her). - Playing in peace and quiet; Being interested in reading or listening to the stories - A fantasy story based on a fairytales; Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., fighting between the good and evil queens; receiving advice and support from an angel in order to save the good queen; uniting the local people against the evil queen and save the good queen who has been in the jail). - Sense of victory, power, and success; sense of caring (e.g., uniting the local people against the evil queen and defeating her together; saving the good queen from the jail). - Sense of humanity, justice, and salvation (e.g., uniting the local people against the evil queen and defeating her; saving the good and kind queen – who cares about the people and manages the land truthfully— from the jail).</p>
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<p style="text-align: center;">Aeene Roshan Primary School, in Tehran, Iran (مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)</p>	<p>No. 147</p>	<p>Girl (Helia)</p>	<p>7 years old</p>	<p>-</p>	<p>Weather: - When: - Where: Indoors, in a theater hall (for dancing, singing, acting, and playing music) A studio for performance (dance, theater, music and singing)</p>	<p>- Helia, herself and two of her close friends (Parnian and Dena)</p>	<p>- Helia and two of her friends (Parnian and Dena) - A theater hall or studio for their performances including singing, dancing, acting, and playing or recording music.</p>	<p>D: Pink, Red, Orange R: Blue, Black</p>	<p>One day that Helia and her friends were playing together, an angel came to them and told them that she wanted to set a studio for them to perform their performances (including singing, dancing, acting, and playing or recording music). That was what they always wished for. That angle also gave them especial cloths for their performances (e.g., for singing, dancing, and acting). After recording their performances and releasing them their album (on CD), they traveled together. There, they found out that their album has been distributed across the city. Because, it was a really great performance. The angel told them that she knew they would succeed. The angel gave them a palace as a gift (she rewarded them for their success). When they reached their teens, they received a palace as a gift from the angel. In their palace, they ate snacks, played and watched their own performances recorded on CDs (including dancing, singing, acting and playing music). Watching that reminded them their great memories of childhood like going to</p>	<p>In the real context, these three friends were designing a dance together and practicing that (in the yard and hall of the school). She said that she was going to the ballet class and her friend, Parnian was attending the dance class.</p>	<p>- Being famous (e.g., forming a band of three which does performances including dancing and singing; releasing their album (on CD); and getting famous and popular among people). - Socialization; team working and sharing (e.g., forming a band of three; team working; getting popular together; releasing their album (the collection of their performances including dancing and singing); making money as a team; receiving the shared gifts from an angel like the theater hall and the palace; living in a palace together; eating, playing and watching their recorded performances together). - Sense of success, victory, being rich, and famous (e.g., releasing their album (the collection of their performances including dancing and singing on CD); becoming famous and popular; and making lots of money as a successful band). - Being surprised or surprising people; receiving gifts or rewards (e.g., receiving the gifts or rewards from an angel like a theater hall and a palace and feeling surprised and happy). - Having an imaginary companion and magical experiences (e.g., talking with an angel who guides them,</p>
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									<p>the swimming pool and summer courses together.</p> <p>According to her, when Helia and her friends get older and go to the university, they want to establish a primary school. She (Helia) and Parnian intend to be the first-class teachers and Dena will be the principal of the school.</p> <p>This school presents different classes/courses like summer courses, ballet classes, and dancing classes.</p>	<p>encourages them, rewards them, gives them especial gifts, and fulfills their wishes).</p> <p>- Being interested in an especial job or skill (e.g., forming a band of three and doing entertaining performances including singing, acting, and dancing professionally; releasing their album (on CD); becoming popular; making lots of money as a band; spending time in a theater hall or studio for practicing, performing and recording their performances).</p> <p>- Being indoors (e.g., being in a theater hall or in a studio for practicing, performing and recording their performances).</p> <p>- Being interested in an especial occupation, and making money by that (e.g., forming a band of three and doing entertaining performances including dancing, singing, and acting; making money as the singers and dancers; or working in another field like setting a primary school and working as a teacher or principal in that primary school school).</p> <p>- Sense of achievement (e.g., forming a band of three, getting popular in their city and making money as the singers, dancers and actors).</p> <p>- Sense of nostalgia (sense of remembering and</p>
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										<p>cherishing the happy memory) (e.g., watching their old albums (recorded on CD) and remembering their performances and great memories; remembering their childhood memories like going to the school, going to the swimming pool, going to the dancing and ballet class and other summer courses).</p> <p>- Future-oriented experiences; Being interested in an especial skill or occupation (e.g., wishing to set a primary school with her friends and working as a teacher or head of the school – which offers different interesting courses to the children).</p>
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<p style="text-align: center;">Aeene Roshan Primary School, in Tehran, Iran (مدرسه ی آیین روشن) (In Persian: مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)</p>	<p>No. 148</p>	<p>Girl (Elena)</p>	<p>7 years old</p>	<p>“Arian Park”</p>	<p>Weather: Sunny When: In Daytime Where: In a park with playing equipment.</p>	<p>Main Characters: Elena Secondary Characters: Her mom and other children</p>	<ul style="list-style-type: none"> - Elena that is on the swing (on the left). - Three other children that are playing together on the other swing (on the right). - A park with playing equipment like the swings (normal swing and multiplayer , a slide, a seesaw (a teeter-totter)). - The bench - The clouds - The sun - The sky - Several colorful stars - A Rainbow that connects two clouds (like a bridge). 	<p>D: Blue, Green R: Yellow, Red, Pink, Orange, Purple</p>	<p>She drew and developed her story based on the experiences/activities that she had experienced in a park, called “Arian Park”. She often goes there with her mom.</p> <p>She likes the stars and always draw them in her paintings/drawings; she likes the stars because they shine. She also likes the rainbow.</p> <p>She sits on the swing. She is swinging. On the other swing, there are 3 children who are playing together.</p> <p>There is a bench that anyone can sit on that. Elena likes that when her mom sits on the bench and observes her when she is swinging/playing.</p>	<p>She drew and developed her story based on the experiences /activities that she had experienced in a park, called “Arian Park”. She often goes there with her mom.</p>	<ul style="list-style-type: none"> - Family-oriented experiences (e.g., going to the park with her mom). - Going out; Being outdoors (e.g., going to the park with her mom). - Visual attraction (e.g., being interested in watching the stars that shine and in the rainbow which is colorful). - Close interaction with the nature and natural elements (e.g., looking at the stars and the rainbow; going to an outdoor green space like a park and playing there). - Playing or interaction with the play equipment, elements, tools, and toys (e.g., playing on the play equipment in the park or playground like playing on the swing or the slide). - Sense of being supported and feeling safe (e.g., she likes that when her mom sits on the bench and observes her when she is playing in the park).
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<p style="text-align: center;">Aeene Roshan Primary School, in Tehran, Iran (In Persian: مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)</p>	<p>No. 149</p>	<p>Girl (Vania)</p>	<p>7 years old</p>	<p>-</p>	<p>Weather: Windy</p> <p>When: In Daytime</p> <p>Where: In the Magic Land (In the Magic World): it is a fantasy world.</p>	<p>- Vania and three of her cousins: one of her cousins is older than her and the other ones are younger than her.</p>	<p>- Land of magic which is above the clouds in sky.</p> <p>- Vania, herself and three of her cousins.</p> <p>- Four animals (A bird, A dog, A mynah, A cat): Each girl has one animal.</p> <p>- The flowers</p> <p>- A butterfly</p> <p>- The clouds and the wind</p>		<p>The Magic Land is above the clouds in the sky.</p> <p>In the Magic Land, Vania gets fat, her older cousin (Mobina) gets taller. And her younger cousins, Mania and Dina get smaller.</p> <p>Each girl has her own animal in the Magic Land (each one of these four girls—Vania and her cousins).</p> <p>The younger cousins (Melina and Dina) have a bird and a dog. Her older cousin (Mobina) has a Mynah. In the Magic Land, Vania has a cat.</p> <p>In reality, Vanya –that is waiting for her brother to be born—will buy a cat after her brother is born.</p> <p>In the Magic Land, Vania and her family have a villa. In the magic land when it is rainy, the money falls from the sky (instead of raindrops).</p> <p>The butterfly flies. It sits on the flowers and covers itself with honey. The butterfly sunbathes on the flower.</p> <p>When the researcher asked Vania, “if I come to a magical land, where will you show me?” she answered, “I take you to the garden of flower”.</p> <p>She said in the Magic Land people can see behind the scenes of the events that happen on the earth.</p>		<p>- Adventurous Travelling to an Interesting Destination (e.g., travelling with her cousins to a fantasy land above the clouds which is called “The Magic Land”; living with her family in a villa in the Magic Land which is above the clouds in the sky).</p> <p>- Fantasy and Magical Experiences (e.g., in the Magic Land the sizes of people change; for examples some of them get taller, some get fatter, and some get shorter or thinner. In this land, when it is rainy, the money falls from the sky to the earth (instead of raindrops). In the Magic Land, people can see behind the scenes of the events that happen on the earth).</p> <p>- Family-oriented experiences; Magical experience (e.g., living with her family in a villa in the Magic Land which is above the clouds).</p> <p>- Being outdoors (e.g., walking in the green spaces like garden of flowers in the Magic Land; exploration in the nature with her cousins and their cat, dog and mynah).</p> <p>- Close interaction with the nature and natural elements; close interaction with the animals, birds, and insects (e.g., observing and following the butterflies that sit on the flowers and covers</p>
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											<p>themselves with the honey; walking in the garden of flowers in the Land of Magic with her cat).</p> <p>- Being in a high place and having a bird's eye view (e.g., living in the Land of Magic which is above the clouds and looking at the earth and its events from above).</p> <p>- Close interaction with the animal (e.g., having/keeping a cat, a dog and a mynah).</p> <p>- Being surprised; receiving gifts or rewards; enjoyable waiting (In the Magic Land when it is rainy, the money falls from the sky – instead of the raindrops— to the earth; waiting for her brother to be born; waiting for receiving or buying a cat).</p> <p>- Sense of humor and fun (e.g., in the Magic Land the sizes of people change, for examples some of them get taller, some get fatter, and some get shorter or thinner).</p>
<p>Aeene Roshan Primary School (In Persian: مدرسه ی آیین روشن Date: 29.07.2015 (First Session)</p>	No. 150	Girl (Fateme)	7 years old	-	-	-	-	Blue, Green, Red, Orange	<p>It is her first drawing. She did not mentioned anything about this drawing, because she did not liked. She asked for another sheet of paper to draw her second drawing (No. 151).</p>	-	-

<p style="text-align: center;">Aeene Rosahan Primary School, in Tehran, Iran (مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)</p>	<p>No. 151</p>	<p>Girl (Fateme)</p>	<p>7 years old</p>	<p>“Strawberry World”</p>	<p>Weather: - When: - Where: In the Strawberry World (Land of Strawberry)</p>	<p>- Fatemeh, herself - Her siblings—that are twins (boy/girl twins). - Her friend, Vania</p>	<p>- Fatemeh, herself (Just her hands are visible in the drawing since she is behind the strawberry she is helping her sibling— one of the twins— to climb up the big strawberry and approach the top). - Her friend, Vania (Just her hands are visible in the drawing since she is behind the strawberry; she is helping Fatmeh’s sibling –the second one—to climb up the big strawberry and approach the top). - Her siblings that are twins—that are twins (boy/girl twins).</p>	<p>D: Red R: Green Very limited: Black</p>	<p>Fatemeh, her siblings (the twins) and her friend Vania, are in the strawberry land. They are climbing up a big strawberry. The twins (Farima & Amirreza) are 15-month-old babies. Fateme and her friend (Vania) are helping her younger siblings (the twins) to climb up the big strawberry. This land is full of strawberry. In the strawberry land, everyones like strawberry and eat lots of strawberries. In this land, when it is rainy, the strawberries fall from the sky (instead of raindrops) to the ground. And sometimes, the raspberries fall from the sky.</p>	<p>She was shy and did not talked that much about her story. Her drawings is somehow similar to the drawing No. 1 (drawing of the Theresa).</p>	<p>- Travelling to or living in a fantasy world (e.g., travelling to the Land of Strawberry with her siblings and her friend). - Exploration and adventure; magical experiences (e.g., exploring “the Land of Strawberry”; climbing up a giant strawberry to access its top). - Eating the fruit (e.g., eating strawberries and raspberries in the Land of Strawberry). - Fantasy or Magical Experiences (e.g., in rainy weather, the strawberries and raspberries fall from the sky; there people can climb up the big strawberries; people of this land, have deep interest in eating strawberry). - Sense of responsibility (e.g., helping her siblings to climb up a giant strawberry – in the Land of Strawberry— to access its top). - Being in the high place (e.g., being on the top of the giant strawberry in the Strawberry Land).</p>
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	No. 152	Girl (Zahra)	7 years old	"City of stars"	<p>Weather: -</p> <p>When: -</p> <p>Where:</p> <p>Indoors: At home</p> <p>Outdoors: In the city of stars, in the sky (an imaginary land)</p>	-	<ul style="list-style-type: none"> - The city of stars - Zahra, herself - Several stars - The rainbow - Two butterflies - The sky - The grass 	<p>D: Green, Blue</p> <p>R: Pink, Red, Orange, Yellow, Black</p>	<p>One day, when she was at home, her mom brought her a story book. Her mom read that story to her. She really enjoys listening to the stories.</p> <p>The researcher created an open communication with her to explore her enjoyable experiences. For this aim, the researcher asked her what made her happy. She said that she felt happy when she had guest for example her aunt.</p> <p>Experiences related to her drawing: It is a city of stars. She wish, she could sit on the stars and look at the earth from above.</p>	<p>She could not develop her story well since she had imitated the drawings/stories of other children. But the researcher tried to create an open communication with her to explore her enjoyable experiences. Because of that, some of the experiences that she mentioned seem irrelevant to her drawing.</p>	<ul style="list-style-type: none"> - Family-oriented experiences (e.g., listening to the story that her mom reads her at home; inviting her aunt over). - Being in the high place and having the bird's eye view (e.g., sitting on the stars and looking at the earth from above). - Close interaction with the nature and natural elements (e.g., interaction with the stars, rainbow, and butterflies). - Visual attraction (e.g., she has drawn the stars, butterflies, and rainbow which are colorful). - Holding a party; inviting people over; and enjoying family gathering (e.g., inviting her aunt over and enjoying spending time with her).
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	No. 153	Girl (Paria)	7 years old	<p>“Wonderland” Or “Land of Wonder”</p> <p>(It is an imaginary land which is like an amusement park with various playing equipment).</p>	<p>Weather: -</p> <p>When: -</p> <p>Where: In the Wonderland (It is a fantasy land which is like an amusement park with various playing equipment).</p>	<p>- Paria, herself</p> <p>- Three of her friends (Helia, Parnian, and Fateme)</p>	<p>- The “Wonderland” (or “Land of Wonder”)— it is the name of an imaginary land which is like a big amusement park equipped with various play equipment.</p> <p>- The entrance (gate) of the Wonderland</p> <p>- Paria, herself</p> <p>- Three of her friends (Helia, Parnian, and Fateme)</p> <p>- The playing equipment in the Wonderland:</p> <ol style="list-style-type: none"> 1) A composite playing equipment (on the right) which has got several parts. It is like a Ferris wheel. It also has a ladder for climbing and a slide for sliding as well. 2) The water playing area (on the left): In the water playing area— where children should take off their shoes— there are a pond, a ladder, a spiral water slide, and a swimming pool. The ladder is for climbing and accessing the 	<p>D: Blue</p> <p>R: Pink, Brown</p> <p>Very limited: Purple, Red, Black</p>	<p>One day when Paria was with three of her friends, two angels came to them. The angels asked children to follow them, since they wanted to take the children somewhere.</p> <p>They showed children a city or land (similar to an amusement park) which only belonged to them (to Paria and her friends) and no one else was allowed to enter that.</p> <p>In the Wonderland, they climb up a ladder to access a playing equipment which is like a Ferris Wheel (on the right). Then, the children sit on the chairs of this playing equipment which rotates similar to a Ferris wheel.</p> <p>Then, they fall on the slide.</p> <p>After sliding down, they go to the water playing area— where they should take off their shoes. After taking off their socks and shoes, they dip their feet in a very small shallow pond. Then, they climb up the ladder and slide on the spiral water slide and fall into the water (swimming pool).</p>	<p>Some of her experiences are similar to the experiences in picture No. 30 (drawn by Quinn) like playing on the water slide.</p>	<p>- Socialization and sense of sharing (e.g., travelling to an imaginary land – called “Wonderland” – with her friends; playing together and enjoying their time).</p> <p>- Being surprised and receiving a gift; A Make-believe Experience (e.g., following the angels who surprise the children and take them to the “Land of Wonder” equipped with various play equipment).</p> <p>- Traveling to an interesting destination (e.g., travelling to the “Land of Wonder” which is similar to a big amusement park equipped with various play equipment).</p> <p>- Magical experiences (e.g., talking with the angels and travelling with them to the Land of Wonder).</p> <p>- Using or interacting with the play equipment, elements, and toys; Physical Play (e.g., climbing the ladder; riding on the Ferris Wheel; sliding on the spiral water slide and falling into the water (pool); playing and swimming in the swimming pool).</p> <p>- Water-based equipment and experiences (e.g., dipping their feet in a small shallow pond; sliding on the spiral water slid and falling into the pool; swimming in the swimming pool).</p>
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							<p>spiral water slide. The spiral water slide leads to a swimming pool.</p> <p>- There is a heart shape in the drawing which is next to the girl that is sliding (she is Helia, one of Paria's friends).</p>				
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<p style="text-align: center;">Aeene Rosahan Primary School, in Tehran, Iran (In Persian: مدرسه ی آیین روشن) Date: 29.07.2015 (Second Session)</p>	<p>No. 154</p>	<p>Girl (Vania)</p>	<p>8 years old</p>	<p>"Pleasant"</p>	<p>Weather: - When: - Where: In a garden on the way between Tehran and the north of Iran.</p>	<p>Main characters: - Vania, herself - Her parents Secondary character: Her brother, that is 14 years old (he is invisible in the drawing)</p>	<p>- A garden (a green space) on the way between Tehran and northern Iran. - Vania and her parents that have lain on the groundsheet. - The pillows - The groundsheet - The clouds - The sky - The river and downfall (invisible in the drawing). - The grass</p>	<p>D: Blue, Green R: Red, Magenta Limited: Black, Skin color</p>	<p>She and her family travel from Tehran to the north of Iran. On the way, they camp in the garden which is close to the river and waterfall. For camping, they put the groundsheet on the ground. They lie on the groundsheet and put their head on their pillows while looking at the sky. The weather is great, neither sunny nor rainy. She goes to the water and play with water. Vania and her parents, roam around the garden. After camping/coming back When they return to Tehran from the north, they go to visit her grandparents. The whole family gets together and enjoys the time. They also enjoy strolling the street in car.</p>	<p>- Travelling to an interesting destination (e.g., camping in the garden which is near the river and waterfall; traveling to the north of Iran and spending several days at Caspian Sea) - Family-oriented experiences (e.g., travelling with her family from Tehran to the north of Iran; camping with them in the garden near the river; going to visit her grandparents; and family gathering and visiting the relatives). - Close interaction with the nature and natural elements (e.g., camping in a garden which is near the river and waterfall; roaming around the garden; traveling to a green area like the north of Iran and spending several days at Caspian Sea). - Resting in peace and quiet; relaxing in the nature (e.g., lying on a groundsheet in the garden and looking at the sky in peace and quiet). - Water-based entertainments and experiences (e.g., playing in the river). - Socialization (e.g., getting together and visiting the relatives; going out with them). - Going to a party or holding a party - Exploration in the nature and urban spaces; Being outdoors (e.g., roaming around a garden; strolling the street in the car with her family).</p>
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<p style="text-align: center;">Aeene Rosahan Primary School, in Tehran, Iran (In Persian: مدرسه ی آیین روشن) Date: 29.07.2015 (Second Session)</p>	<p>No. 155</p>	<p>Girl (Sana-Mojdeh)</p>	<p>8 years old</p>	<p>“Our lovely day” or “The Good day to me and my friends”</p>	<p>Weather: - When: - Where: In the school</p>	<p>- Sana-Mojdeh, herself - Her friends</p>	<p>- The sun - The sky - The balloons - The desk - A big gift box on the desk - The school - The schoolyard - The grass and colorful floor - The children (invisible in the drawing)</p>	<p>Her drawing is colorful. D: Blue, Blue, Green, Green, R: Red, Yellow, Purple, Orange, Brown</p>	<p>Her drawing depicts her school and schoolyard. On this day, everyone except Sana is present at school. Sana is on a journey. The other students are enjoying their time together at school. Sana sends a box full of gifts to her classmates at school by airmail, since she likes to fulfill her friends' wishes. Thus, she send them various gifts like their favorite toys, dolls, and even a box of strawberries. On the box, it has been written, “Dedicated to all of my friends”. When her friends (her classmates) find out, that Sana has sent them a box full of gifts they decorate the classroom and the desks with balloons and colored papers in order to celebrating the day. They feel really happy, have fun and enjoy their day together. Then, they release the (helium-filled) balloons in the sky in the schoolyard. Part of the schoolyard's ground has been covered with grass and part of that has been covered with colorful tiles. When she returns from the trip and comes to school, her friends greet and welcome her. Then, they get together again. After some days, it is Sana's birthday. And she holds a party and invites her friends over. She celebrates her birthday with her friends.</p>	<p>It took her a long time to color her drawing.</p>	<p>- Socialization; getting together (e.g., celebrating her birthday at home; holding a celebration with her classmates in the classroom or in the schoolyard). - Being outdoors, in the open space (e.g., getting together and holding a celebration in the schoolyard). - Adventurous travelling; being on the high place (e.g., travelling by plane; flying on an airplane). - Making people surprised; Being surprised; Sending or receiving gifts (e.g., sending a box full of gifts – like toys, dolls, chocolates, and strawberries— to her classmates by airmail; surprising her friends and fulfilling their wishes; receiving a painting notebook with sample shapes as patterns). - Close interaction with her friends (e.g., sending gifts to her friends; receiving gifts from them; inviting her friends over and celebrating her birthday with them). - Visual attraction (e.g., decorating the classroom and desks with the balloons and coloured papers; designing the gift box with colored papers and balloons; using the colourful tiles in the schoolyard). - Playing with the play equipment, elements, toys (e.g., releasing the balloons into the sky). - Holding party; Inviting People Over; and Celebrating Together</p>
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									<p>They have fun together and enjoy their time. She receives various gifts from her friends like painting notebook (with the sample shapes as patterns).</p>	<p>(e.g., inviting her friends over and celebrating her birthday with them).</p> <p>- Attracting attention; Being popular (e.g., sending gifts to her friends, surprising them, and making them happy; inviting her friends over and celebrating her birthday with them).</p> <p>- Playing with the play equipment, elements, toys, and settings (e.g., playing with the dolls, toys, and releasing the balloons into the air).</p> <p>- Constructive Play (e.g., drawing with colored pencils on the painting notebook which has got sample shapes as patterns).</p>
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<p style="text-align: center;">Aeene Rosahan Primary School, in Tehran, Iran (مدرسه ی آیین روشن: تهران، ایران) Date: 29.07.2015 (Second Session)</p>	<p>No. 156</p>	<p>Girl (Bania)</p>	<p>8 years old</p>	<p>"Sana and I"</p>	<p>Weather: - When: In Daytime Where: In the park</p>	<p>Main characters: - Bania, herself - Her friend, Sana (she is a close friend of Bania's that participated in the same Creative Session) Secondary characters: - Her family (her parents and her brother)</p>	<p>- The park - The trees - The flowers - The sky - The clouds - Bania, herself standing with balloons and gift. Her friend Sana Invisible: Her family (dad, mom, brother), other people</p>	<p>Her drawing is colorful. D: Blue, Blue, Green R: Yellow, Red, Orange, Brown Very limited: Pink, Black</p>	<p>Bania and her family (her parents and her brother) go to the park. She inflates the balloons at home and brings them to the park. She gives the balloons to the people who are in the park. She sees Sana in the park and greets her warmly. She asks Sana if she would like to have/get a balloon. She gives Sana a balloon as a gift. Then, Bania and Sana go to play with each other in the park like playing "hide-and-seek". After a while, Bania and her family return home. To explore more about her original/own story (since she imitated her drawing from other child), the researcher asked her: "What would you draw, if I gave you another sheet to draw your enjoyable day?" She said: "If you give me another sheet, I would draw a park. And I go sooner to the park to prepare my friends' favorite gifts like dolls".</p>	<p>Part of her drawing and story was imitated from Sana's drawing and story. This did not let her to develop her original story well. Her focus was on coloring her drawing that took long time.</p>	<p>- Attracting attention (e.g., giving gifts to the people, surprising them, and making them happy). - Giving gifts; Making people happy and surprising them (e.g., giving balloons to the people in the park; giving toys to her friends). - Socialization (e.g., going to an outdoor public park with her family; giving balloons to the people in the park). - Family-oriented experiences; Being outdoors; Socialization (e.g., going to an outdoor public park with her family). - Playing or interaction with the play equipment, elements, and toys (e.g., inflating the balloons). - Physical Play; Playing Game-with-rules (e.g., playing hide-and-seek with her friend in the park).</p>
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	No. 157	Girl (Raya)	6 years old	<p>“The City of Dream(s)”</p> <p>“The Land of Dream(s)”</p>	<p>Weather: -</p> <p>When: In Daytime</p> <p>Where: In the Land of Dream</p>	<p>Main character:</p> <p>She said that she was not there; probably because she had not drawn herself. But indirectly she mentioned herself while describing the drawing: For example, she said: “I pick the wings for flying or this is my ice cream”.</p>	<ul style="list-style-type: none"> - The sun - The clouds - The bird - The butterfly - The ice cream tree (The tree of ice cream) - The wing tree (The tree of wings) - The grass - The bush of gold, jewelry, and treasure - An automatic hair salon chair which is used for drying, cutting, brushing, combing, and arranging the hair automatically. 	<p>D: Brown Purple Pink Green</p> <p>R: Red, Orange, Blue</p>	<p>The drawing depicts an imaginary city which is called, “The City of Dream(s)”.</p> <p>There are several ice creams that have been placed on the grass/ground. The purple ice cream is her ice cream.</p> <p>There is an Ice Cream Tree (an imaginary tree that an individual can pick an ice cream from that). There is also a Wing Tree (an imaginary tree that an individual can pick wings and stick that to herself/himself in order to fly).</p> <p>Raya is really interested in eating ice cream and flying.</p> <p>In the Land of Dream, there is an automatic “hair salon chair” that dries, brushes, combs, cuts, and arranges an individual’s hair automatically.</p> <p>It has got handles with scissors, comb, etc. It also has an automatic hair dryer. When a person wants to go to a party, she can use this automatic chair. The chair has a speaker too.</p> <p>In this land, there is a bush that produces gold, jewelry and treasure. It is called, the “Bush of Gold, Jewelry and Treasure”.</p> <p>There is a bird that is flying in the sky.</p>	<p>In both of her drawings (No. 157 & No. 158), her focus is on magical and imaginary elements and experiences .</p> <p>In the Land of Wishes, the color of the things, is different from the real world. For example, the sun is purple, the grass is gold, and the clouds are pink. The bird is green.</p>	<ul style="list-style-type: none"> - Travelling to an imaginary destination or land (e.g., travelling to the Land of Dreams). - Imaginary and magical elements and experiences (e.g., picking ice cream from the Ice Cream Tree; picking wings from the Wing Tree; sticking the wings to her body and flying; using the “automatic hair salon chair” that cuts, brushes, combs, arranges, dries and styles an individual’s hair; picking gold, jewelry and treasure from the “Bush of Gold, Jewelry and Treasure”). - Flying, going to a high place, and having the bird’s eye view (e.g., sticking the wings to her body and flying in the sky). - Eating (e.g., eating ice cream). - Money-oriented experiences and luxury (e.g., picking the Gold, Jewelry and Treasure from the “Bush of Gold, Jewelry and Treasure”; using the automatic hair salon chair to arrange her hair for the party; listening to the music while using the automatic hair salon chair that has a speaker). - Dreaming, Sense of Invention and Creativity (e.g., there are the “Tree of Ice Cream”, the “Tree of Wings”, and the “Bush of Gold, Jewelry and
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											<p>Treasure” in the Land of Dreams; people can take the ice cream that have been placed on the grass; there is an automatic hair salon chair which arrange the hair automatically; the colors of the natural elements are different from the real world for example the clouds are pink and the sun is purple).</p> <p>- Listening to the music (e.g., listening to the music while using the automatic hair salon chair that has got a speaker).</p>
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<p style="text-align: center;">Peyvande Adab Primary School, in Tehran, Iran (مدیرسه ی پیوند ادب: مدرسه ی پیوند ادب) Date: 25.07.2015</p>	<p>No. 158</p>	<p>Girl (Raya)</p>	<p>6 years old</p>	<p>"The City of Magic"</p>	<p>Weather: - When: In Daytime Where: In the Land of Magic</p>	<p>- Raya, herself - The seven fairies (witches/wizards)</p>	<p>- The Land of Magic - The sun - The sky which is green - The seven fairies (witches)</p>	<p>Orange, Blue, Yellow, Brown</p>	<p>Her drawing shows a city which is called the City of Magic. There are 7 good witches/wizards (or fairies) in this land. The witches (or fairies) have changed the color of the sky from blue to green. Also, the sun is orange. Each fairy has some especial power and does especial things.</p> <p>The fairies (from left to right in the drawing) are as below:</p> <ul style="list-style-type: none"> - The first one, is the fairy of water. She/he splashes the water to the sky and creates rainbow by that. - The second fairy, moves or shakes the light. - The third fairy, is the fairy of sun. She/he changes the color of sun during the day and night (in the morning, around noon, in the afternoon, in the evening, and at night). - The forth fairy, is the fairy of stars. She/he brings the stars to the sky at night. - The fifth fairy, is the fairy of food that provides and serves tasty food. Raya really likes spaghetti with its especial sauce. - The sixth fairy, is the fairy of sky. She changes the color of the sky. For example, she changes that from blue to green. - The seventh fairy, is the teacher of all the fairies. She knows everything and teaches that to other fairies. 	<p>She participated with her sister who was 4 years old (Anousha).</p>	<ul style="list-style-type: none"> - Traveling to an interesting imaginary destination (e.g., travelling to the Land of Magic where seven fairies – that have especial magical powers— live). - Experiences or characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., travelling to the Land of Magic where 7 fairies – that have magical powers— live; they manage the land and do magic like fulfilling people's wishes). - Imaginary and magical elements and experiences (e.g., in the Land of Magic the fairies do magic like: changing the colors of the sun, sky, etc.; splashing the water and creating the rainbow; shaking the light and bringing the stars to the sky at night; providing and serving tasty food; offering a magical necklace to the people that can fulfill their wishes like being able to fly or becoming a mermaid). - Being surprised and making surprised (e.g., receiving a magical necklace from the fairies that can fulfill her wishes like being able to fly or becoming a mermaid). - Physical Play; Sport (e.g., swimming in the swimming pool).
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									<p>Raya has not been in the Land of Magic yet. But she is really interested to go to the Magic Land one day.</p> <p>If she travels to the Land of Magic one day, she will ask the fairies for a necklace that can fulfil her wishes such as having the wings to be able to fly or becoming a mermaid.</p> <p>Raya has a mermaid doll. Once when Raya had taken her doll to the swimming pool, its hand fell into the water. But her dad pulled it out of the water.</p>	<p>- Playing with play equipment, elements, or toys (e.g., playing with her mermaid doll in the swimming pool).</p> <p>- Water-based experiences and amusements; Make-believe Play; Small World Play (e.g., playing with her mermaid doll in the swimming pool).</p> <p>- Being a fan (e.g., being a fan of the mermaid and fairies)</p>
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<p style="text-align: center;">Peyvande Adab Primary School, in Tehran, Iran (مدرسه ی پیوند ادب: تهران) Date: 25.07.2015</p>	<p>No. 159</p>	<p>Girl (Viana)</p>	<p>6 years old</p>	<p>“The Two Lands of Playing”</p>	<p>Weather: - When: In Daytime Where: In a park that has two areas:</p> <p>1. A playing space (playground). 2. An outdoor (open air) swimming pool.</p>	<p>The character of the story are invisible in the drawing. Main characters: - Viana, herself - Her sister - Her friends Secondary character: - Her mother</p>	<p>- A playground with play equipment like the slide and the swings. - The entrance of the playground. - An open air swimming pool - The entrance of the swimming pool - The sky - The cloud</p>	<p>D: Blue, Brown, Green R: Ochre Limited: Purple, Pink</p>	<p>The drawing shows a park that has two main areas (sections). Part of the park is planned as a playground (playing space) equipped with playing settings like the slide and the swings. And the other part of the park, is an area which has an open air swimming pool. These areas are separated and each area has its own entrance. In this park, for going from one section to another section (e.g., for going from the playing space to the swimming pool), the user does not need to change her clothes herself, since the changing of the clothes, is done magically in the entrance. For example, for going from the swimming pool to the playground area, the user’s clothes are changed from bikini –which is for swimming in the swimming pool– to the normal clothes for playing in the playground. There are fishes and a shark in the swimming pool. Since she scares the shark, she gets out of the swimming pool. Then, she goes to the playground. She plays in the playground and stays there as long as she enjoys it.</p>	<p>Viana, participated in the Creative Session with her sister (Tania) who has drawn picture No. 161.</p>	<p>- Being outdoors (e.g., going to a big park which has a playground and a swimming pool). - Close interaction with the nature and natural elements (e.g., spending time in the green spaces like a park). - Water-based experiences (e.g., swimming in the swimming pool) - Interaction or playing with the play equipment, elements, or toys (e.g., playing in the playground like swinging and sliding). - Traveling to a fantasy land (e.g., going to an imaginary ‘space which is called the “Land of Playing”; it is like a big park with two play zones including one of them is a playground and the other one has a big swimming pool). - Magical experiences (e.g., the users’ clothes are changed magically in the entrances of the different playing zones in a fantasy park called the “Land of Playing”. For example, for going from the playground to the swimming pool the user’s clothes themselves are changed magically and suddenly from the normal clothes to bikini). - Physical Play (e.g., swimming in the swimming pool).</p>
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	No. 160	Girl (Rosha)	6 years old	Her drawing has 3 parts. Each part has its own name. These names are: 1. "World of Water" 2. "World of Stars" 3. "World of Flowers"	Part 1: Weather: - When: In Daytime Where: In the swimming pool. Part 2: Weather: - When: At Night Where: In the sky, on the moon among the stars. Part 3: Weather: Sunny When: In Daytime Where: In the garden.	- Rosha, herself	Part 1: - A swimming pool - Rosha, herself (she is swimming in the pool). Part 2: - The sky with the moon and stars - Rosha, herself Part 3: - The sun - The garden with flowers - Rosha that is carrying a hand sprinkler (or watering can) to water the flowers.	D: Orange, Pink, R: Red, Green Very limited: Blue, Black	Part 1: This part of the drawing depicts a day when she is swimming in the swimming pool. The swimming pool has deep and shallow parts (deep and shallow ends). Rosha swims in the shallow part. Part 2: This part of the drawing depicts her imaginary experiences. Once, she dreamed (in her sleep) that she was in the World of Stars in sky. There, she had sat on the moon. When she wanted to jump down, she fell on the rooftop of her house. Part 3: This part of the drawing depicts her enjoyable experiences in the real world. When she returned from the moon to the earth, she fell on the rooftop. Then, she comes down from the roof. She goes to their yard (garden) and uses the watering can or the hand sprinkler for watering the flowers. Then, she finds a bird's nest on the ground. There are two eggs inside that. The nest has fallen from the tree. She takes that and places it on the tree again.	She has drawn three stories on the sheet to show her enjoyable experiences in different contexts (imaginary and real ones). Two stories – that are about swimming and watering the flowers— are based on her experiences in real world. One of her story—which is about her dream at night— is an imaginary one.	- Close interaction with the nature and natural elements (e.g., watering the flowers in the garden by the watering can or hand sprinkler; being in the sky, in the Land of Stars and sitting on the moon). - Water-based entertainments and experiences (e.g., swimming in the swimming pool; watering the flowers by the watering can or hand sprinkler). - Adventurous travelling to an interesting destination; Fantasy experiences (e.g., travelling to the World of Stars in the sky, sitting on the moon which is surrounded with the stars, and jumping from the moon to the earth). - Imaginary Experiences (e.g., traveling to the World of Stars in the sky and sitting on the moon; jumping from the moon to the earth). - Interaction with the animals, birds, or insects (e.g., taking and lifting the bird's nest and its eggs— that have fallen from the tree because of the wind— and placing them again on the tree). - Environmental awareness; sense of environmental responsibility; sense of caring (e.g., watering the flowers; placing the bird's nest—
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	No. 161	Girl (Tania)	7 years old	"The beautiful zoo"	<p>Weather: First, it is sunny. Then, it starts to rain.</p> <p>When: In Daytime</p> <p>Where: In the Zoo</p>	<p>- Tania, herself</p> <p>- Her sister (Viana)</p> <p>Tania has two sisters; one of them is invisible in the drawing.</p> <p>- Her parents</p>	<p>- The Sun</p> <p>- The clouds</p> <p>- A zoo and its animal like the elephant, the ducks, the fox, the rabbits, and the butterflies.</p> <p>- Tania, her sister(s), her mom and her dad.</p> <p>- A table with 4 chairs in the zoo.</p> <p>- A birthday cake which is on the table.</p> <p>- A small pool or pond in the zoo (in the area where the ducks live).</p> <p>- A slide (where the elephant is sliding on)</p> <p>- Fence of the zoo</p>	<p>D: Blue, Green, Yellow</p> <p>R: Grey, Brown, Purple</p> <p>Very limited: Red, Skin color</p>	<p>It is Tania's birthday. Tania, her sister(s), and her parents go to a zoo. Her parents want to surprise her and celebrate her birthday in the zoo. In the zoo, Tania and her sister(s) play with different animals including the elephant, the fox, the ducks, the rabbit, and the butterflies. After that, she and her family sit at the table in the zoo. They want to celebrate Tania's birthday. The cake is on the table. But suddenly it starts to rain so they take the birthday cake and go home to celebrate there.</p> <p>About the zoo and its animals: There is a little pool or pond for the ducks in order to swim and play. In the area where the elephant, lives, there is a playing equipment similar to a slide. The elephant tries to climb up that but it can't and slides down. There are fences around the zones where the animals live. But the guard of the zoo let Tania and her family to enter these zones and interact closely with the animals.</p> <p>When the researcher asked her if she had ever visited a zoo. She said no. But after a while, she answered that once she had seen the rabbits and visited the Museum of Dinosaur.</p>	<p>Tania participated in the Creative Session with her sister (Viana) who has drawn picture No. 159.</p> <p>When the researcher asked her if she had ever visited a zoo. She said no. But after a while, she answered that once she had seen the rabbits and visited the Museum of Dinosaur.</p>	<p>- Going outside; Being outdoors (e.g., going to a zoo).</p> <p>- Family-oriented experiences (e.g., going to a zoo with her family and enjoying their time together; celebrating her birthday with her family in the zoo or at home).</p> <p>- Getting together and holding a celebration (e.g., getting together with her family and celebrating her birthday in the zoo and at home)</p> <p>- Being surprised or surprising people (e.g., planning a surprise birthday party in the zoo).</p> <p>- Close interaction with the nature and natural elements (e.g., going to the green space – like a zoo).</p> <p>- Close interaction with the animals, birds and insects (e.g., going to a zoo; watching and interacting with the animals like the elephant, the fox, the rabbit, the ducks, and the butterflies in the zoo).</p> <p>- Going to an interesting destination (public place) (e.g., going to the zoo and watching the animals closely).</p> <p>- Adventurous experiences and learning (e.g., watching the animals in the zoo, interaction with them and learning more</p>
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											<p>about them and their lifestyle).</p> <ul style="list-style-type: none">- Water-based experiences (e.g., getting wet in the rain; watching the ducks that play in water in the pond).- Sense of humor and fun (e.g., watching the elephant that tries to climb up the slide but slides down).- Using the public elements, settings or furniture (e.g., sitting on the chairs around the table in the zoo in order to celebrate her birthday).
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<p style="text-align: center;">Peyvande Adab Primary School, in Tehran, Iran (مدرسه ی پیوند ادب) Date: 25.07.2015</p>	<p>No. 162</p>	<p>Girl (Anousha)</p>	<p>4 years old</p>	<p>“The City of Family”</p>	<p>Weather: Rainy</p> <p>When: In Daytime</p> <p>Where: In the outdoor environment.</p>	<p>In the beginning, there is no one in that area (or city). But later Anousha and her family come.</p>	<ul style="list-style-type: none"> - The sun - The cloud - The rain - The trees - The bean seeds in the ground and air - The flowers - The raven and the sparrow that are flying (invisible in the drawing). 	<p>D: Green</p> <p>R: Blue, Ochre, Pink, Yellow</p> <p>Very limited: Purple</p>	<p>It is a rainy day. There are some beans in the ground (soil) that have not grown yet. But later these planted beans grow.</p> <p>Due to the wind, some of the beans have been scattered in the air.</p> <p>Also there are some tiny flowers that have not grown yet.</p> <p>The pigeons and sparrows are flying in the sky (invisible in the drawing).</p> <p>In the drawing, there is no one there yet. But later, Anousha and her family will go to this city which is called “The City of Family”.</p> <p>Anousha said: “I am in the place where the weather is snowy”. Anousha likes snowy and rainy days.</p>	<p>Anousha participated in the Creative Session with her sister (Raya) who drew pictures No. 157 & No. 158.</p> <p>In the session, Anousha’s sister (Raya) helped her to draw and present her story.</p>	<ul style="list-style-type: none"> - Planting and enjoying observing the plants and their growth stages in the nature (e.g., planting the beans in the soil and observing their growth stages in the nature; observing the growth stages of the tiny flowers in the nature). - Close interaction with the nature and natural elements (e.g., being interested in rainy, snowy and windy weather; planting the beans; observing the growth stages of the beans and tiny flowers in the nature). - Interaction with the animals, and birds (e.g., observing the pigeons and sparrows that are flying in the sky). - Being outdoors; travelling to an interesting destination (e.g., going to a city which is called the City of Family; being in an outdoor environment in the rainy, snowy, or windy weather). - Family-oriented experiences (e.g., she called her drawing the City of Family and she comes to this land with her family. This shows her attachment to her family).
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<p>Peyvande Adab Primary School, in Tehran, Iran (مدرسه ی پیوند ادب) Date: 25.07.2015</p>	<p>No. 163</p>	<p>Girl (Anousha)</p>	<p>4 years old</p>	<p>"The City of Goodness"</p>	<p>Weather: - When: - Where: In a green outdoor environment</p>	<p>She did not mentioned anyone as the character of the story.</p>	<ul style="list-style-type: none"> - The river which is full of fish - The flowers - The stars - The butterflies - The two boxes of toys - A crow (raven) - A sparrow 	<p>D: Green, Blue, Red R: Brown, Pink, Black, Grey</p>	<p>There are two boxes that include toys. There covers of the boxes are full of star shapes. One of the box includes fish shaped toys. There is a river with many fishes. There are butterflies and stars in the sky. The colorful flowers grown in the grass. A raven and a sparrow that are flying.</p>	<p>Anousha was so impatient and active. She could not sit for a long time on her seat. Several times, she walked in the room during the session. In the session, her older sister (Raya) helped her to draw and present her story.</p>	<ul style="list-style-type: none"> - Close interaction with the nature and natural elements (e.g., observing the grown flowers in the nature; observing the river which is full of fish; observing the stars in the sky). - Close interaction with the animals, birds, and insects (e.g., observing the raven, sparrow and butterflies that are flying in the sky). - Discovering, Being surprised, and Receiving gifts (e.g., unpacking the boxes that are full of toys).
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<p style="text-align: center;">Peyvande Adab Primary School, in Tehran, Iran (مدرسه ی پیوند ادب) Date: 25.07.2015</p>	<p>No. 164</p>	<p>Girl (Kiana)</p>	<p>8 years old</p>	<p>“The Green Garden” or “The Lush Garden”</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: In the garden</p>	<p>Main Characters: - Kiana, herself - Her sister</p> <p>Secondary Characters: - Her mom - Her dad - Her brother</p>	<ul style="list-style-type: none"> - The sun - The clouds - The garden with trees and river - The river - Kiana, herself - Their Family house which is in the garden - The cowshed (invisible in the drawing) - The cows 	<p>D: Green, Green, Orange, Red</p> <p>R: Brown, Yellow, Blue</p>	<p>The drawing depicts her family’s house which is in their garden. In reality, they have a green garden and their house is located in that garden. There is a river with fishes near their garden. Everyone plays there together. Kiana plays with her sister near the river and in the garden. She rides the bicycle and skates. There is also a cowshed near (or in) their garden. In reality, Kiana’s mother has a cowshed and a small herd of cows. Kiana wishes she could ride a cow. In reality, she scares the caws.</p>	<p>Most of her enjoyable experiences (in her drawing/story), have been adopted from her experiences in the real context.</p>	<ul style="list-style-type: none"> - Close interaction with the nature and natural elements (e.g., living in a house located in the middle of a green garden with flowers and trees; playing in or near the river which is full of fish; playing in the green garden and its surrounding like riding the bicycle and skating in the natural environment). - Close interaction with the animals (e.g., watching the herd of the cows; owning a cowshed; interacting with the cows; and being interested to ride the cow). - Being outdoors (e.g., going to the garden and playing in the green environment and near the river). - Family-oriented experiences (e.g., spending her time with her sister, her brother and her parents in the nature; playing with her sister in the nature and along the river like cycling and skating).
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Peyvande Adab Primary School, in Tehran, Iran
(In Persian: مدرسه ی پیوند ادب)
Date: 25.07.2015

- **Exploration in the nature**
(e.g., walking, cycling, and skating in the green spaces and exploring the nature).

- **Physical Play**
(e.g., riding the bicycle; skating; riding the cow).

- **Being interested in an especial occupation and learning about that**
(e.g., being interested in ranching which is her family's job; having a cowshed and a herd of cows).

<p style="text-align: center;">Tadbir Primary School, in Tehran, Iran (In Persian: مدرسه ی تدبیر) Date: 26.07.2015 (First Session)</p>	<p>No. 165</p>	<p>Boy (Mahan)</p>	<p>7 years old</p>	<p>“The journey of mice“</p>	<p>Weather: Sunny</p> <p>When: In Daytime</p> <p>Where: In the garden</p>	<p>Three mice and a cat</p>	<ul style="list-style-type: none"> - The mouse hole - The three mice - The cat - The airport - The airplane 	<p>It is a colorful drawing.</p> <p>Blue, Black, Red, Brown, Pink, Green, Yellow</p>	<p>He has presented his story like a storyboard.</p> <p>There are three mice who want to travel. When they try to get out of the mouse hole, they see a cat. They scare and escape into their hole. They think and try to solve the problem together. They come up with idea of building a car. Thus, they build a car and get into that and exit their hole. They go to the airport by their car and board the plane to travel to another country.</p>	<p>He has presented his story like a storyboard .</p>	<ul style="list-style-type: none"> - Experiences and characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., developing and drawing a story that centers on the rivalry between the mice and a cat which are the characters of the story, similar to ‘Tom & Jerry’ cartoon). - Escaping and sense of victory (e.g., the mice invent a car and get into that in order to escape from the cat). - Sense of invention, creativity and problem solving (In the story, three mice who want to escape from the cat, unite and think together to solve their problems; and finally they invent a car, get into that and escape). - Being in a high place (e.g., travelling by an airplane; flying in the airplane). - Make-believe Play; Fantasy Play (e.g., acting as a mouse in a story that that centers on the rivalry between the mice and a cat which are the characters of the story, similar to ‘Tom & Jerry’ cartoon). - Being indoors (e.g., spending time in an airport; being at the mouse hole since he is thinking of himself as a mouse in his imaginary story).
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