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	Reference no. of the drawing	About the (particip in creative s	ant	(ехр	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							
session		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)	
n Wuppertal, Germany ten Benjamin e.V.) 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).	
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date: 26.2.2015	No. 2			"Schnack Schnack" (In English it means chat; silly or amusin g 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 vain. - The Alphabets T & A (adopted from her name THRESA)	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	"Pinocchio- Pinocchio" Or "Leno- Pinocchio"	- When: In Daytime - A building and its surroundings - When: In Daytime - Outdoors (in an open area)	- Lenoxx, himself (though he is invisible in the drawing) - Pinocchio (an imaginary character who represents the child, himself)	- Pinocchio with long nose A big heart that is Pinocchio's heart.	Red D: Red R: Blue	Playing (without mentioning the detail). - Having a flexible nose that can get increased in length (same as Pinocchio). - Having a big red heart that bleeds.	- Playing (unclear; without mentioning the detail) - 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 Pinnochio'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).
Benjamin Ki (In Germ	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)		- 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 outdoo public playground).
No. 7 Gir (Emn	the - Outdoors, in an imaginary is in	re child erself nough she invisible in e drawing) -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 - 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. - The sense of responsibility (e.g., taking care of the flowers). - Being outdoors (e.g., enjoying spending time i 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).

Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:26.02.2015	No. 8	Girl (Jerona)	5 Years old	- Daytime - It includes both outdoor and indoor environments (in the house and the park which is in the neighborhood of the house).	A little baby that represents the child herself (Jerona).	- 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 babyA park with sandy floor. It has a swing and a slide. There is also an ice cream there The sun and the blue sky.	D: Brown, Brown R: Blue, Blue, Green, Yellow, Black, Red	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.	- 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 outdoosamavasars (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
									toys, and settings (e.g., playing with the

No. 9	/		"Baby"	- Daytime,	The child	- A fox	D: Red,	- She plays hide-and-seek	- Close interaction with
	(Eylül)	Years old		- Outdoors, in a	herself		Yellow	with the fox.	nature and natural
			She adopted	green	(though she	- A rainbow			element (e.g., interaction
			this name from	environment	is invisible in		R: Brown,	- She hides behind the	with the fox, rainbow,
			the theme of	(like a forest)	the drawing)	- A flower	Blue, Pink,	rainbow.	flower, and the green
			drawing No. 8.		and the fox		Green,		area; playing hide-and-
					(an imaginary	- A strawberry	Purple,	- She likes the rainbow's	seek with the fox; hiding
					companion).		Black	colors.	behind the rainbow).
						- Eylül, herself			
						(she is invisible in		- The fox eats the flower.	- Playing outdoors;
						the drawing)			physical play (e.g.,
								- She eats the strawberry.	playing hide-and-seek
						- A green			with the fox in the nature
						environment			and hiding behind the
						(invisible in the			rainbow).
						drawing)			
									- Close interaction with
									the animals
									(e.g., playing hide-and-
									seek with the fox; her
									playmate is a fox).
									- Eating Fruits
									(e.g., eating the
									strawberry).
									Dhysical Dlaw Come
									- Physical Play; Game- with-rules (e.g., playing
									hide-and-seek with the
									fox).
									- Visual attraction
									(e.g., being interested in
									rainbow's colors).

Place & date of creative session	Reference No. of the Drawing	About the o (participa in creative se	ant	(exp	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							
session		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:03.03.2015	No. 10	Boy (Silas)	4 years old	"Der Zauberpfeil und der Bogen" (In English: the magic arrow and bow)	- A natural outdoor space (like a jungle)	The imaginary (fantasy) characters including 'the hero' (which represents the child himself) and 'the monster'	- Various messy lines in the drawing which can be seem 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.	D: Brown R: Green Blue, Pink,	- 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).	Though his drawing (that include messy lines) in the first look may considered meaningful but after creating communicatio n with him to understand his story, it was found he could develop his own imaginary world quite well; he drew three pictures.	- 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).	

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	Boy 4 (Silas) years							- 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: - 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		(In English: the		An imaginary (fantasy) character which is a strong monster. Its name is "böser bomben Heinrich" (In English: ?)	- A strong monster called "böser bomben Heinrich" - A natural outdoor space - The meadow - The trees and the soil - The windows	D: Brown, Orange R: Green	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.	- 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

								hero and the monster; shooting the monster which is on the tree by the magic arrow and conjuring things with the magic stick). - 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). - Sense of power and control (e.g., acting as a hero or superhero and fighting with the monster).
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015	No.12	"Der Schrank" (In English: the cupboard)	- An indoor space (probably a house)	- Imaginary characters (the people)	- The people - A cupboard - In the cupboard there are dishes, forks, toys, sheets of paper, colored pencils, crayons, and candies.	D: Brown, Orange R: Green Very limited: Purple	- Finding the interesting things and gifts in the cabinet like toys, tools for playing, the sheets of paper, the shoes, crayons, and candies.	- Travelling to a fantasy world (e.g., being in an imaginary house). - 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).
Benjamin Kindergarten, in Wup (In German: Kindergarten B Date:03.03.201								- Adventurous experience (through finding hidden things) The objects of the cupboard shows what he (Silas) likes and enjoys: - Eating (the candies) - Drawing with colored pencils and crayons (like in the Creative Session) - Playing with toys

Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015	No. 13	Boy (Mikail)	5 years old	-	- Daytime - The outdoor environment	The child himself (as a hero and football player) & the monster (a fantasy character influenced by drawing No.11)	- 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)	D: Blue R: Yellow, Green	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.	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 communicatio n and was influenced by that.	- 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
Benjamin Kindergarte (In German: Kinde Date:(No. 14	Girl (Konstantin)	4 years old	" Das Herzhaus" (In English: the heart house)	- Indoor environment: in the (heart) house	The child (Konstantin) herself with other people that are unknown (she did not mentioned anything about other people)	- A heart-shaped house - Konstantin and other people are in the 'Heart House' attending a party (invisible in the drawing) - The Sun (outside)	D: Purple, Pink R: Yellow	- Participating and enjoying the party in the 'Heart House' - Making and listening to the music - Dancing		- 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).

	Joan Soy (Meaning (Probably represent sound of fighting) (Probably represent sound of fighting)	ess) (Noa), it - Outdoors himself	_	- 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.	- 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).
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										- Being in the high place (e.g., jumping and going into space).
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015	No. 16	Girl (Amie)	4 years old	"lern Abenteuer!" (In English: learn adventure)	When: In Daytime Where: Outside, in a green/natural environment.	- A man and his son (they represents her dad and her brother).	- 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.	D: Yellow, Green, Red R: Brown, Purple	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).	- 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).

	No. 17				- Weather:	The child herself (Amie), her	- A house with its surrounding.	D: Red Very limited:	- She and her family and her cousin are in the home or around the	Drawings No. 17 and No. 18 describe the	- Family-oriented experiences
					In Daytime - Where: 1. In an indoor environment (at home). 2. In the outdoor	father, her mother, her brother, and her cousin.	- She is with her father, her mother, her brother and her cousin A rabbit.	Blue	home. - Her cousin sees a rabbit in the outdoor environment (around their house). - She and her family go to the forest.	same story and shows the scenes of that (from home to the forest).	- Close interaction with nature and natural element (the rabbit, the forest and the green environment). - Discovering the nature, learning and trying adventurous experiences
	No. 18				environment, in a green/natural environment around the house. 2. In the forest.	There is a heart in the drawing; she said "it is me". She and some members of her family (though invisible in the drawing). The main character is Amie, herself.	A heart that she said "it is me". A forest with trees (invisible in the drawing). The heart shows her deep feeling for the nature and being in the forest.	D: Red	- She walks and strolls in the forest; she enjoys that a lot. - In the forest it is interesting for her when she picks bananas from the trees and eats them. Since there are the bananas trees growing in the forest.		- Picking and eating the fruits (the bananas). - Enjoying observing the plants and watching their growth stages in the nature (e.g., observing the flowers, trees and the bananas on the trees and their growth stages). - Walking in the green space and natural environment and enjoying the interaction with the nature
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015	No. 19	Girl (Miriam)	5 years old	"Der Sommer" (In English: the summer)	- Daytime, - Outside and inside environment (Miriam's home) She is at home while her dad is outside.	Miriam's father (the man) and Miriam, herself.	- Her father (who wears large size shoes) - A butterfly net - A (rainbow) butterfly - A heart - A house - Miriam herself in the house (invisible in the drawing) - The sun - The sky	D: Blue, Yellow, Green R: Gray Very limited: Purple, Red	- Her father (the man is catching the butterfly with butterfly net to take it with himself to home (for Miriam) Miriam is waiting for her dad at home receiving and having the butterfly that dad brings home is really interesting for Miriam She likes rainbow butterflies She also likes if her dad catches the heart for her.		- Close interaction with nature and natural elements (e.g., interaction with the butterfly, rainbow, and green environment) Family-oriented experiences (e.g., waiting for her dad at home) Enjoyable waiting: enjoyable waiting for receiving gifts from her dad and being surprised.

	No. 20		- Daytime, - Outdoors (a green environment)	The child (Miriam), herself.	- The Rainbow in the green environment (invisible in the drawing)	White Empty space of the paper with just some rainbow lines: Blue, Red, Yellow,	- She likes rainbow and finds it beautiful. - She likes swimming and goes to the swimming	- The fantasy experiences/elements (e.g., catching the heart and rainbow butterfly that are in the sky). - Visual attraction (e.g., being interested in the rainbow butterflies and heart shapes in the sky). - Close interaction with nature and natural elements (e.g., being in the green environment and nature, interacting with the rainbow and
'uppertal, Germany n Benjamin e.V.) 015	No. 21	Girl 4 -	- Daytime (a	The child	- A swimming pool (invisible in the drawing) - Her name (MIRIAM) has been written on the paper.	D: Blue, Blue,	pool.	water). - Water-based experiences, activities, and amusement (e.g., swimming in the pool). - Physical Play; Sport (e.g., swimming)
Benjamin Kindergarten, in Wuppertal, Germany (In German: Kindergarten Benjamin e.V.) Date:03.03.2015	140. 21	(Valeska) years old	sunny day) - Outside (in a green environment)	(Valeska), herself.	- Two flowers - The grass - The sun - The cloud - Valeska, herself (invisible in the drawing)	Red, Green, Green R: Yellow Very limited: Purple	smiles. - The butterfly tickles the sun. - Valeska observes the butterflyes that look for pollen and nectar. - She thinks butterflies are beautiful.	the nature and natural elements (e.g., interaction with the butterfly, the sun with a smile, and the flowers). - Discovering the nature, learning and trying adventurous experiences (e.g., watching the butterflies when they are looking for pollen and nectar).
								 - Imaginary experiences (e.g., the butterfly tickles the sun and makes it smile). - Sense of humor; fun

No	- Daytime (a sunny day) - Outdoors: In a	- The child (Valeska) herself	- A house, where she lives. - The outside	D: Red, Orange R: Blue, Yellow	- She plays outside Going for a walk with her mom and her dad.	(e.g., the butterfly tickles the sun and makes it smile). - Family-oriented experiences (e.g., being with her moment and bounded and gains for
	playground; in the open environment around her house.	- Her mom - Her dad	environment around her house There is a playground with a slide and a sandbox in the neighborhood of		 Playing in the playground and sliding on the slide. Also, playing in the sandbox in the 	 and her dad and going for a walk with them). Being outdoors (e.g., going outdoors; going to a playground). Sociability (the quality of
			her house (invisible in the drawing).		playground and building a sandcastle.	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	Reference no. of the drawing	About the o (participa in creative se	nt	(e	ring)	Interpretation and categorization					
session		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: 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 theif. - 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

No. 2	4 Girl	5	"Die	- Daytime	The child	- Two trees,	- She has climbed up the	- Being outdoors (with
140. 4	(Olivia)	years old	Hängematte"	Dayenne	(Olivia),	- Olivia, herself	tree and now she is on	her dad).
	(Olivia)	yearsold	Tidilgematte	- Outdoors	herself and	- Her mama (Ella)	the tree.	ner aday.
			(In English:	(a green	her mama.	- A rope that		- Family-oriented
			the	environment)	ilei illaillai	connects her to	- She wants to climb	experience (e.g., being
			hammock)	Cirvironincine		her mother	down from the tree, but	with her mom which is
			Пантиоску			- The flowers in	she is a little scared; it is	the supportive character
						the grass (they	risky.	in her story).
						grow on the	113Ky.	in her story).
						earth)	- She comes down from	- Close interaction with
>						- An airplane	the tree by the rope that	nature and natural
an						- The grass (wave-		
[E >							her moms has brought to her.	elements (e.g., trees,
9 9						shaped form)		the grass, and the
al, e							Olivia slides down the	flowers in the green
ni mi							rope. It is funny and	environment).
leb del							enjoyble for her.	But a table little about
7 Pu ?:								- Being in the high place
te							- In her drawing, she has	and having the bird's
3.7. ii.							been connected by rope	eye view (e.g., being on
ter sst 9.0							(from above on the tree)	the tree)
en' age : 19							to to her mother (down	
Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015							on the ground).	- Physical activity (e.g.,
are De								climbing up the tree;
X Kin V							- The flowers grow from	climbing down the tree;
Day III							the earth (soil).	sliding down the rope
na na								from tree to the
üt;							- Olivia and her mom,	ground).
<u> </u>							get on the airplane (in	
de							Germany).	- Exciting
P								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)

	N - 25	Girl	6		- Daytime	- The doctor	- Dünja, herself	D: Blue,	The story has been	The story has	- Eating (ice-cream)
	No. 25		6	_	- Daytime	(female)	(One of her legs	Orange, Yellow	created based on her	been created	- Lating (ice-cream)
		(Dünja)	years old		- Outdoors	(Terriale)	has been hurt and	Orange, renow	real experience in the	and developed	- Being outside
					(going outside to	- Dünja,	is bleeding).	R: Green	real context.	based on her	(e.g., going out with her
					buy an ice cream)	herself	- The doctor	n. Green	- Dünja and her mom go	real experience	mom).
					and indoors (in	liersen	- The hospital		outside together to buy	in the real	illolli).
>					the hospital)	- Her mom	- Her mom		an ice cream;	context (based	- Sociability
an					the hospital)	- nei illolli	(invisible in the		unfortunately, next to	on her	- Sociability
E >							drawing)		the ice cream shop, she	memories in the	- Family-oriented
- Ge							- The entrance of		falls down (on the	hospital).	experience (e.g., going
al, ütz							the hospital and		stone/ground) and her	nospital).	out with her mom).
E E							sidewalk around		leg gets injured.		out with her monly.
p de							the hospital		- Her mom takes her to		- Discovering and
Vul Pu 15							the nospital		the hospital and the		getting familiar with an
Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015									doctor gives her medical		occupation or a skill
r, i itäl 03.									treatment. The		and its working context
nte ess 19.									doctor/nurse puts a		as an adventurous
Cer :ag									sticking plaster on her		experience (e.g., visiting
are Ce dertag Date:									wound so it doesn't get		a hospital and getting
Ca ind									infected.		familiar with the
a y									- Dünja has no fear to be		activities of the doctors
an De									in the hospital. Even that		and nurses who work
itze									day (which she has		there).
mi Ge									experienced in reality),		,
를 <u>내</u>									was amusing for her		
Pa									since she could see the		
									environment of the		
									hospital, getting familiar		
									with that and learn more		
									about how the doctor		
									and nurse work there.		
		Girl	6								

	N - 26	(Dünia)	voore old		- Daytime (in a	- Unknown	- The sun	D: Yellow, Blue	- The sun	- Sport; Physical Play
	No. 26	(Dünja)	years old	-	-		- An outdoor			
					sunny day)	users		Green, Orange	- An outdoor playground	(e.g., climbing up the
					Outdoors (in a		playground with	D. Dunnele	with various play	stones, hanging the
					- Outdoors (in a		various play	R: Purple	equipment	rings, playing on the
					playground)	NA/In a series	equipment		- There are some stones	slide and falling into the
						When she	-There are some		for climbing up the play	puddle).
						described her	stones for		equipment.	
						story and the	climbing up the		- After climbing up, the	- Using, interacting, and
						playground,	play equipment.		user reaches the circle-	playing with the play
						she said that	- After climbing		shaped rings (3 rings	equipment, elements,
						she was not	up, the user		above the equipment)	toys, and settings (e.g.,
						there. Thus,	reaches the circle-		that are for hanging.	climbing up the stones,
						she	shaped rings (3		- Then, there is a slide	hanging the rings,
						described her	rings above the		for sliding down.	sliding and falling into a
						story as an	equipment) that		- A puddle of water that	puddle—all are parts of
>						observant.	are for hanging.		a child falls in that after	a large play equipment
an —							- Then, there is a		sliding down.	in a playground).
£ >							slide for sliding		- There are two circle-	
ütze Day Care Center, in Wuppertal, Germany erman: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015							down.		shaped equipment (on	- Excitement and risk-
lt z							- A puddle of		the ground) that the	taking activities
erta mi							water that a child		child can cross them or	(e.g., climbing up the
bbe							falls in that after		rotate with them; she	stones to access the top
/up/20,05							sliding down.		said the child should	of a high play
% Fe F							- There are two		bend his/her head to not	equipment and hanging
, in ätt 3.2							circle-shaped		get hit.	the rings that are
ter sst							equipment (on		- In the playground,	installed on the top—all
are Center, in Wu dertagesstätte Pu Date: 19.03.2015							the ground) that		Dünja, finds the slide so	are parts of a large play
rta Ite							the child can cross		interesting because she	equipment in a
are Ide De							them or rotate		really likes sliding.	playground).
y C Kin							with them; she		really interesting.	piaygi samayi
Day n:							said the child			- Interaction with the
re l							should bend			nature and natural
üt; err							his/her head to			elements (e.g.,
Pudelmi (In Ge							not get hit.			interaction with stones
de							not get int.			and water: climbing up
P										the stones and falling
										into the puddle).
										into the puddle).
										Daing in the high place
										- 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
			1	1		1	l	I		and raning into the

				puddle and getting wet which can make users and the spectator laugh).

			_		1	1	1			
	No. 27	Girl	6	-	- Daytime (on a	- Dünja,	- The waterfall	D: Yellow,	- Dünja is at the beach	- Being outdoors (e.g.,
		(Dünja)	years old		sunny day)	herself		Blue, Red	with her friend Lani and	spending time with her
						(invisible in	- The sea with		Lani's brother.	friends at the beach, at
					- Outdoors, at	the	wave	R: Orange,		the sea).
					the beach	drawing).		Green, Brown	- Dünja is playing in the	
							- The sun		sand (or with the sand)	- Sociability (e.g., being
						- Dünja's			in a relaxed manner	with her friends at the
						friend (her	- The sky		(playing in a quiet and	beach; going to the
						name is Lani;			peacful situation at the	seaside—which is a
						she is an	- The cloud		beach).	public place).
>						adult).			She sprinkles the sand	
an							- Lani on a		and play with that.	- Close interaction with
E >						- Lani's	hammock			nature and natural
- Ge						brother (he			- Dünja is making a big	elements
Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015						is older than	- Lani's brother on		sandcastle. The water of	(e.g., being at the beach,
m it						Dünja;	surfing board in		the sea cannot approach	playing in/near the sea,
b de l						maybe he is	the sea		the castel so it cannot	interaction with the
/ир Рис 5.						an adult).			damages that.	sand, water, and sun).
te_201							- Dünja, herself			
ir, ir ätt							(invisible in the		- Lani has lain (down) on	- Playing in peace and
ter sst							drawing)		the hammock and is	quiet; Relaxing; Resting
are Center, in Wu dertagesstätte Pu Date: 19.03.2015									relaxing.	like:
e C										- playing in the sand (or
arc Da									- Lani's brother is surfing	with the sand) in a
X									on the choppy sea.	relaxed manner (playing
Da n:									от отору соот	in a quiet and peacful
ze										situation at the beach).
iüt										- Lying on the hammock
Ha										and relaxing at the
 										beach.
٦										beden.
										- Sport; Physical Play
										(e.g., surfing on the
										choppy sea).
										Choppy sea).
										- 'Manipulative' and
										_
										'Constructive' Play;
										Creative Play
										(e.g., building a
										sandcastle at the
										beach).

	NI- 20	C:I			In the class in	Dünia	- A hot-air balloon	Red, Blue	- Riding in a hot-air	- Being in the high place
	No. 28	Girl	6	-	- In the sky; in the Hot-air	- Dünja, herself	which is flying in	Reu, Blue		
		(Dünja)	years old						balloon and Flying by	and having the bird's
					Balloon Riding	probably	the sky		that in the sky.	eye view
					- 'Phantasialand'	with her				(e.g., riding in a hot-air
					(the destination)	family; she	-There are two		- Dünja and her family	balloon and flying by
						did not	trampolines in		are travelleling to the	that in the sky).
						directly	the hot-air		'Phantasialand'; they are	
						mentioned	balloon. The		riding in the hot-air	- Flying
						that.	people can jump		balloon.	(e.g., riding in a hot-air
							on them while		They did not have	balloon).
							riding the hot-air		enough money to buy	
							balloon.		the tickets for going to	- Money-oriented
									the 'Phantasialand'.	experiences
≥							- The hot-air		Thus, they directly go	(e.g., buying tickets for
ן בר (.							balloon is taking		there by a hot-air	travelling to the
udelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015							them to		balloon.	'Phantasialand' by a hot-
Öğ							'Phantasialand'			air balloon).
al, üt;							(their		- During the traveling	a 2235/.
l ta E							destination).		and riding in the hot-air	- Physical Play
P P							destination,		balloon, they can play on	(e.g., jumping on the
Vu Pu							- Two flags (the		the trampolins that have	trumpolines that have
ا را 20							flag of Germany		been installed inside the	been installed in the
, ii tät tät 33.							_			
tel							and flag of the		hot-air balloon.	hot-air balloon which is
en age							USA) represents			flying).
are Center, in Wu dertagesstätte Pt Date: 19.03.2015							'Phantasialand';			
arc Ide Da							and a red heart			- Adventurous travelling
X							that makes it			to an interesting
Da D:							('Phantasialand')			destination
na na							beautiful.			(e.g., travelling to the
üt; err										'Phantasialand').
<u>E</u> Ø										
e 드										- Using, interacting, and
Pu										playing with the play
										equipment, elements,
										toys, and settings
										(e.g., jumping on the
										trumpolines that have
										been installed in the
										hot-air balloon which is
										flying).
										\n1
										- Visual attractions
										(e.g., representing the
										'Phantasialand' by the
										flags and heart shapes).
	· ·		-		•	•	•	•		

Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015	Boy (Quinn)	5 years old	-	- Daytime - Indoors, in a gym (or sport club)	- Quinn, himself	- 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.	D: Blue, Yellow R: Brown, Purple	 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 	-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).
Pudelmütze Day Ca (In German: Kind								in the swimming pool: washing himself, jumping into the water	activities (e.g., swimming, splashing the water, washing himself,

No. 30 Boy (Quinn) Fyears old Pears old No. 30 Roy (Quinn) Pears old P	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).
Outdoors, in a green open space, in the natural environment - Outdoors, in a green open space, in the natural environment - 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 two the swim pool. - Outdoors, in a green open space, in the 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 two the swim pool.	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).
green open space, in the natural environment green open space, in the natural environment green open space, in the natural environment 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 to the tree is for having access to the water slide and the space of the same of the hammock. R: Purple, Black, Green - For accessing to slide, he climbs ladder. - He slides along water slide and the pool.	(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).
space, in the natural environment - 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 swim pool. - For accessing to slide, he climbs ladder. - He slides along water slide and the pool. - Then, he swim pool.	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).
natural environment 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	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).
environment 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 pool.	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).
- 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 pool.	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).
one is for reaching the trees (climbing up and coming down), and the other one is for having access to the water slide and yater slide and pool.	and swimming in an open-air pool). - Physical Play (e.g., flying on the plane and jumping out of the plane).
reaching the trees (climbing up and coming down), and the other one is for having access to the pool.	open-air pool). - Physical Play (e.g., flying on the plane and jumping out of the plane).
(climbing up and coming down), the pool. and the other one is for having access to the pool. water slide and the pool.	- Physical Play (e.g., flying on the plane and jumping out of the plane).
coming down), and the other one is for having access to the water slide and	- Physical Play (e.g., flying on the plane and jumping out of the plane).
and the other one is for having - Then, he swim access to the pool.	(e.g., flying on the plane and jumping out of the plane).
is for having access to the pool.	and jumping out of the plane).
access to the pool.	plane).
water slide and	
water slide and the pool. - A purple water slide A small pool - A small pool - The sun - The clouds - The grass - After a while, swimming and leading the pool A small pool - The sun - The grass - The grass - The grass - After a while, swimming and leading the pool The grass - After that, he does not pool to the ladder to real trees and pick the pool The grass - The grass	
the pool. - A purple water slide. - A small pool - After a while, swimming and length of the pool. - A small pool - The sun - The clouds - The grass trees and pick the and pears from the pool.	
- A purple water slide A small pool - The sun - The clouds - The grass - The grass - A purple water slide The pool The sun - The grass - The	
Slide. - A small pool - The sun - The clouds - The grass trees and pick the and pears from and pears from	
- A small pool - The sun - The clouds - The grass - The grass - After that, he makes to re - The grass	eye view (being on the
- The sun - After that, he adder to re trees and pick the ladder to re and pears from	plane and having the
A poly of the ladder to respond to the ladder	
The grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees and pick to and pears from the grass trees are grass trees and pick to an and pears from the grass trees are grass trees and pick to an analysis trees are grass tr	
and pears from	
'	
trees.	Play (jumping out of the
19. ees sees sees sees sees sees sees see	plane, climbing up and
- For a while, he	
the the hammon	, , ,
closing the eyes	=
resting and relations are the second of the	, ,
	from the trees).
및 E	n the
in e e e e e e e e e e e e e e e e e e e	- Water-based
airplane. On the airplane	he can amusements,
airplane. On the airplane, have bird's eye	iew experiences, and
(from the clouds	to see activities
a large area.	(e.g., swimming in the
	pool; playing on the
- A person has p	oured water slide).
the purple sand	on the
water slide and	t makes - Resting and relaxing in
the water purpl	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).

										- 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). - Walking in the green space and natural environment and enjoying the nature
Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015	31	Boy (Quinn)	5 years old	-	- Daytime - On an island (Quinn has not been there but likes to be there thus it is an imaginary Island).	Quinn has not been there but he described the island and his wish to be there.	 An island. The sea and the beach A palm tree on the island The wave The sky 	D: Yellow, Brown R: Green, Purple	- Being on an island is interesting for Quinn. - Because people can play with sand in calml and quiet. - Relaxation at the beach. - You can swimm/play in the sea and enjoy the waves.	- 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). - Playing in peace and quiet; relaxation (e.g., playing with the sand on the beach; lying on the sand). - Sport; Physical Play; Water-based Entertainment (e.g., swimming in the sea). - Enjoying the amazing sight (e.g., watching the sea, the beach, and the palm tree).

	No. 32	Boy	5	-	- Indoors, in a big	- Joshua,	- Two palm trees	D: Red, Blue,	*The environment looks	It seems, that	- Family-oriented
	1.00.02	(Joshua)	years old		gym (sports hall).	himself	(though he said it	Black	like an outdoor	part of his story	experience
		(- His family	is inside the gym)		environment but it is	has been	(e.g., being with her
					It looks like an	including his	- Four hammocks	R: Orange,	indoors, in a big gym.	adopted from	family, doing the same
					outdoor	mom, dad,	that have been	Green, Yellow	Since it is big, the palm	Quinn; maybe	activities together like
					environment but	and his	fastened to the		trees can be fitted inside	that is the	lying on the hammocks
l V					it is indoors.	brother.	trees.		the gym (or sports hall).	reason that	and watching the
ma .	<u>S</u>									some	movies together).
eri	ข้				So The trees can				- Climbing the palm for	elements/object	
9	tze				be fit to inside				accessing the hammocks	s does not seem	- Being in the high place
Center, in Wuppertal, Germany	ב <u>ֹ</u>				the environment				that have been fasten to	relevant like	(e.g., climbing up the
pe .	<u> </u>				of sport hall.				them (in the high height)	palm and	trees and lying on the
d d	5 S				It looks like the				and lying on them.	hammock being	hammock that has been
> '	dertagesstätte Pu Date: 19.03.2015				outdoor					inside the gym.	fastened to the trees, in
.⊑ ;	3.2 				environment but				- All his family members		the high height).
ter	9.0 				it is indoor.				have lain on the		
ent	: 16								hammocks (at the same		- Physical Play
Ö	ate ate								time) for resting and		(e.g., climbing up the
Car.	nde De								relaxing. The feel sick.		palm trees).
Pudelmütze Day Care	(In German: Kindertagesstätte Pudelmütze e.V.) Date: 19.03.2015								- While they have lain on		- Resting and relaxing
е	ם								the hammocks, the can		(e.g., lying on the
ütz	ב								watch movies together,		hammocks with his
<u>E</u>	Ğ								for exampole watching		family).
de	트								"Immenhof"		
Pu									(The Immenhof		- Watching the movies
									films were a series of		on the TV (e.g.,
									German "homeland		watching "Immenhof"
									films" that appeared in		with his family).
									cinemas between 1955		
									and 1974).		

Place date of creati	no. of the drawing	About the (particip in creative s	pant	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)								
sessio		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)	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: 21.04.2015		oy 5 years old	name: "Munzur"	(in various urban spaces)	characters: Munzur, himself and his hero that is Spider-Man Secondary characters: Munzur's family	 The flag of Germany, The gifts (ninja turtle figures) Spider-Man His scooter The bus (for travelling) A swimming pool The water guns 	R: Black (similar to the colors of the flag of Germany)	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 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.		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,
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		the bus and sleeping in the bus).
		- Sense of Power and Control (e.g., being a patriot; being a hero).

	No. 34	Girl	5	"Süßigkeiten"	In an outdoor	Main	-	Elena,	- The colors of	- All the objects (except	Benjamin was 3	- Being outdoors and
		(Elena)	years old		environment	Characters:		herself	the drawing:	people) in her drawing	years old and	Sociability (e.g., going
				(In English:		Elena, herself	-	Her brother	Black & White	have been made of	participated in	out with her brother
				candy;		and her		(Benjamin)		candy for example the	Creative Session	and playing with other
				sweets)		brother	-	Other	- The colors in	sun, the table, the	with her sister.	children; eating the
						(Benjamin)		children	her	chairs, and the rings all	But his drawing	candies together).
								(that she	imagination or	have been made from	was not	
						Secondary		does not	story:	candy.	considered for	- Eating (e.g., having
						Characters:		know)	Yellow, Brown		analyzing	deep interest for eating
						Other	-	The sun (it		- The rings of candy fall	because of his	delicious candies and
						children		has been	- She has	from the sky to the	age.	being in the land where
								made of	drawn in black	ground similar to the		everything has been
								candy)	and white; but	raindrops.		made of candies).
>							-	A table and	in			
an (two chairs	'communicatio	- When the rings		- Imaginary and
₽ ≥								(they are	n phase' when	drop/fall to the ground,		magical experiences
9 9								made of	Elena was	Elena, Benjamin and		(e.g., getting the
ltz itz								candy too).	asked about	other children		candies (rings of candy)
m it								•	the colors of	(probably their		that are falling from
) be									the drawn	playmates) are there to		the sky to the earth –
udelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015									objects she	catch and eat them.		similar to the
ک ر 101									said: "the sun			raindrops— and eating
., ir tät 4.2									and the rings	- Elena really likes the		them).
ter sss 1.0									are yellow and	candies since they are		
en age									the table and	delicious.		- Being surprised and
e C									two chairs at			receiving gifts or
Ja									the table are	- Through the rings of		rewards (e.g., receiving
Ki V									brown. And all	candy, an individual can		the rings of candy that
Da E									of them, have	look at everywhere like		are falling from the sky
ze ma									been made of	looking out of a		to the earth like
nüt Jer									candy".	window; it is like a		raindrops).
la G									,	window that an		
pn =									-The children	individual can look at		- Adventurous travelling
4									in her drawing	everywhere through		to an interesting
									do not have	that. Then, Elena		destination or world
									any color.	pointed at different		(e.g., being in a fantasy
									,	sides –in that room, in		world where everything
										her kindergarten—and		has been made of
										said "there, there, and		delicious candy and can
										there". She meant she		be eaten).
										could see everywhere		
										out of her candy (it is		
										like a movable		
										window). Also, the rings		
										of candy can be eaten.		
		1	<u> </u>	1			1					

	N - 25	C:l	-		- Daytime	- Elena,	- A multistory	Purple, Brown,	The drawing depicts a	- Elena has an	Roing cutdoors /o a
	No. 35	Girl	5	-	•		•	The state of the s	The drawing depicts a		- Being outdoors (e.g.,
		(Elena)	years old		- In an indoor	herself	house (Elena's	Yellow	multistory house that is	intimate and	playing in their garden
					(their house)		family house)		Elena's family house	especial	which has got several
					and outdoor	- Her family		She said that	and she likes that. Her	relationship with	play settings).
					environment	including her	- The chimney of	the slide is	brother and her parents	her	
					(their garden)	mom, her	the house	colorful.	are at home. She is	grandmother.	- Family-oriented
						dad, his			invisible in the drawing		experiences
						brother	- The rooms and		since she is with her		(e.g., spending her time
						(Benjamin),	furniture of the		grandmother.	- Elena's brother,	with her family at home
						and her	house: the			Benjamin who	like playing
						grandmother	bathroom of their		Elena has an intimate	was 3 years old,	Hütchenspiel, cooking,
							parents (upstairs);		and especial	participated in	or baking with her
						Elena is with	the bedrooms		relationship with her	Creative Session	grandmother; or playing
						her	and beds; the		grandmother.	as well though	with her brother and
						grandmother	kitchen with the			his drawing did	friends in their garden).
_						(they are	table and chairs.		They have a big garden	not considered	
an (invisible in			next to their house.	for analyzing	- Using, playing or
E >						the drawing).	- A big garden—		In their garden, there	because of his	interaction with the
Ge e e							which is their		are several play settings	age.	play equipment,
le jitz							own garden		like a tree house with a		elements, toys, and
<u> </u>							around their		ladder—to climb up—		other tools (e.g., playing
be							house.		and a slide. There is a		in the tree house with
/ug Pu !5							It has got several		teddy bear in the tree		her brother and teddy
ر te							play settings like		house.		bear, sliding, jumping on
ütze Day Care Center, in Wuppertal, Germany erman: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015							a tree house with		Elena and her friends		the trampoline, and
itel							a ladder and a		play "Mother-Father-		playing in the sandbox
age							slide, a sandbox,		Child" in the tree house		in the garden;
ert ate							a trampoline.		in their garden.		Setting off the
ng ag									They also setting off		fireworks).
돌							- A teddy bear		(light) the fireworks.		
ıütze Day Care erman: Kinder Dat							which is inside				- Cooking, baking and
tze m.							the tree house.		There is also a		eating (e.g., the most
nü' 3eı									trampoline and a		enjoyable activity for
delm (In G							- The sun.		sandbox in their		her is baking/cooking
Pudelm (In G									garden.		with her grandmother at
-											home; eating ice cream
									She really loves to		and candy).
									spend her time with her		
									grandmother; they		- Playing Game-with-
									bake and cook		rules (e.g., playing
									together. When she is		Hütchenspiel with her
									with her grandmother		grandmother).
									they eat ice cream and		
									eat candy and she		- Role Play; Dramatic
									enjoys that.		Play (e.g., playing
									She plays Hütchenspiel		"Mother, Father, Child"
									with her grandmother		with her friends and her
									as well.		teddy bear in the tree
											house in their garden).

		- Visual attraction and making sound (e.g., setting off the fireworks).

Pudelmütze Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Pudelmütze e.V.) Date: 21.04.2015	No. 36	(The sign * shows that it was the second time that she participated in the Creative Session)	5 years old	- Daytime - Outdoors in a green space (e.g., in a garden)	- The rabbit (it is called Fluffy) - Her mom - Olivia, herself (invisible in the drawing) - Her dad, her grandmother, her grandfather (invisible in the drawing)		A green space (a garden) Olivia's mom A rabbit A colorful rainbow The sun A flower The cloud The grass	D: Blue, Green, Purple R: Orange, Yellow, Black/Brown	- 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.	*→ It was her second participation in the Creative Session.	- 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 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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	No. 37	Girl	5	Outdoors and	No one	- A house (that	D: White,	- A house (that no one	She did not	- Family oriented
>		(*Olivia)	years old	indoors		no one lives	Green	lives there) and is	described any	experience (e.g.,
an (,		(in the house		there) and is		located in another city.	especial story	drawing the house)
ermal e.V.)				and its		located in	R: Blue, Blue,		about this	
e e				surroundings)		another city.	Orange,	- A splinter in the sky	drawing.	- Climbing up the ladder
al, ütz						- A splinter in the	Purple, Brown			to access the home
ra E						sky		- A ladder for climbing		
Center, in Wuppertal, Germany tagesstätte Pudelmütze e.V.) e: 21.04.2015						- A ladder for		up		- Close interaction with
Mul Pu 15						climbing up				the sky
nter, in V esstätte 1.04.201						- There are her		- There are her dad's		
er, i stät 04.						dad's bottles in		bottles in the house.		
nte ess						the house.				
Cer ag						- There is a white		- There is a white		
re (ert ate						window.		window.		
ay Care Cente Kindertagess Date: 21.0										
₹ :: ¥ ::										
Pudelmütze Day (In German: K										
tze rn										
delmütze (In Germ										
밀밀										
on,										
4										
I										

Place & date of creative	Reference no. of the drawing	(participa	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)								
session		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).		

No. 3	(Ella) ye	ears old	- Outdoors (in 'Schützerplatz' area; this area,	herself - Her mother - Other	area - The playground - The slide and	Blue R: Black,	her house which is called 'Schützerplatz' (name of an area).	'Schützerplatz' area; this area, has a playground and is in the
	,,		(in 'Schützerplatz' area; this area,	mother	- The slide and	R: Black,		area, has a playground
			area; this area,		- The slide and	R: Black,		· · · · ·
			area; this area,	- Other	_			
					swing	Brown, Ochre		neighborhood of her
				people and	- Ella's mom and		- She likes this area and	home).
			has a playground	children	other people on		enjoys being there	
			and is in the		the hill		because there is a playing	- Water-based
			neighborhood of		- The swing and		space (playground) with	amusement,
			her home)		water-based		play equipment/elements	experiences, and
					equipment in the		there (e.g., the swing, a	activities (e.g., playing
			- In the		playground		slide, etc.).	with the water in the
			playground		- The hill in			water feature installed in
			(In an open		'Schützerplatz'		- Children can play with	the playing space).
			environment		(the green area)		the water -in the water	
>			that is in the		- Ella, herself		feature installed in the	- Sociability and making
			neighborhood of		- Her mom		playing space.	new friends (e.g., playing
Care Center, in Wuppertal, Germany indertagesstätte Pudelmütze e.V.) 2015 (Second session on this day)			her house. She		- other people			with other children in a
Ge e e e e e e e e e e e e e e e e e e			calls that area				- There is a hill in this	public playing space).
al, ütz			'Schützerplatz').				area.	
l n i								- Using, interacting, and
pp in c							- Ella is playing on the	playing with the play
Mu Pu Sio							swing.	equipment, elements,
n / tte ses								toys, and settings
stä nd s							- Ella's mother and some	(e.g., playing on the slide
nte ess cor							parents are on the hill;	and swing; playing with
Ce.							they sit and rest there	the water—in the water
re Feri							and observe their	feature installed in the
							children from the hill.	playing space).
an: an: 9.06								- Physical Play; Sport
tze r m : 09								(e.g., riding the bicycle in
nü Gel								the urban area; climbing
Pudelmütze Day (In German: K Date: 09.06.								up or down the hill).
Pu								- 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

				the green hill; watching the children —that are playing down the hill in the playing space— from the hill).

Place & date of creative	Reference no. of the drawing	About the (participain creative se	ant	(explo			about the child's the child about th	_	story searching in the drawin	g)	Interpretation and categorization
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/st ory	Main characters in the story (either visible or invisible in the drawing)	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)

	N = 40	Girl		"Zooparadies"	- Daytime,	- Gracia,	- Gracia with her	D	- Picking apples and	- Being outdoors
	No. 40		5	Zooparaules	- Daytille,	herself		(respectively):	flowers.	
		(Gracia)	years old	/I.a. F.aII.a.b., Z.a.a.	Outdoons	nersen	bag in a green		nowers.	(e.g., going to a green
				(In English: Zoo	- Outdoors,		space (she has	Green, Red,		space like a natural park,
				Paradise)	in a green		called that Zoo	Yellow	- Putting apple and	zoo, or a forest).
					space, like in		Paradise)		flowers in her bag.	
					a park or zoo		- An apple tree	R: Blue,		- Visual attractions in the
>					or forest.		- Tree flowers	Brown, Purple	- Eating an apple	nature (e.g., watching
la l							- The Soil (earth)			the beautiful colorful
ן <u>ב</u>							- Sun that smiles		- She likes the colorful	flower and trees).
Ğ							- The Grass		flowers. She finds them	,
a,									beautiful. She has drawn	- Close interaction with
Į,									flowers in various colors	animals (she has called
be										
/up (.)									purple, blue, and yellow.	her story zoo paradise).
The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015										- 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).

Age with the delaying on indoor environment (In English: Mikail from Germany) Age with the delay the party of the party o	(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
Colored the objects in his drawn the objects in his drawn the space: Himself (invisible), the sofa to the outdoor environment around his arou	- 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
Mikail from Germany) Nouse including the living room and watching TV. Nouse, Tom and Jerry, and "Feuerwehr-Living room drawn the space: Himself (invisible), the objects in the outlines of the outdoor environment around his Mouse, Tom and Jerry, and "Feuerwehr-Kinderfilm" (In English: "Fire Station—Children's film"). Mikail from Germany) - He has not colored the objects in his drawing. - Watching Mickey Mouse, Tom and Jerry, and "Feuerwehr-Kinderfilm" (In English: "Fire Station—Children's film"). - A door Black. - Playing with the toys in	- 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
Germany) including the living room, the cellar, the attic, etc.). He takes the sofa to the outdoor environment around his including the living room, the cellar, the attic, etc.). - The name of his home is 'Home objects in his drawing. - Watching TV. - Watching Mickey - Watching Mickey Mouse, Tom and Jerry, and "Feuerwehr-Kinderfilm" (In English: "Fire Station— Children's film").	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
living room, the cellar, the attic, etc.). The takes the sofa to the outdoor environment around his	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
the cellar, the attic, etc.). No. 1'; because it is a one-year old home; a new Living room drawn the space: Himself the sofa to the outdoor environment around his The takes the sofa to the outdoor environment around his The cellar, the cellar, the cellar, the attic, is a one-year old home; a new Living room drawn the outlines of the just has outlines of the objects in the objects in Green and Children's film"). The takes the sofa to the outdoor environment around his the cellar, the attic, is a one-year old home; a new Living room drawn the outlines of the objects in Green and Children's film").	house, its spaces, and household furniture (e.g., organizing the household furniture in the new home and using them, for example sitting
the attic, etc.). The takes the sofa to the outdoor environment around his the attic, etc.). is a one-year old home; a new Living room space: Himself (invisible), the objects in environment around his is a one-year old home; a new Living room space: Himself (invisible), the objects in Green and Black. - Watching Mickey Mouse, Tom and Jerry, and "Feuerwehr- Kinderfilm" (In English: "Fire Station— Children's film").	household furniture (e.g., organizing the household furniture in the new home and using them, for example sitting
etc.). home; a new Living room space: Himself (invisible), the outdoor environment around his home; a new Living room space: Himself (invisible), the objects in Green and Black. He just has drawn the outlines of the objects in (In English: "Fire Station— Children's film").	(e.g., organizing the household furniture in the new home and using them, for example sitting
Living room space: Himself outlines of the objects in the outdoor environment around his Living room space: Himself (invisible), the objects in the objects	household furniture in the new home and using them, for example sitting
the outdoor environment around his the outdoor environment around his The outdoor environment around his The outdoor environment around his environment aroun	the new home and using them, for example sitting
the outdoor environment around his the outdoor environment around his The outdoor environment around his The outdoor environment around his environment aroun	them, for example sitting
the outdoor environment around his the outdoor environment around his The outdoor environment around his The outdoor environment around his environment aroun	_
the outdoor environment around his home (in the yard or garden) for sleeping and lying on. The dad Note of the provided by th	down on the sofa and
environment around his home (in the yard or garden) for sleeping and lying on. - A couch - A couch - A window - A to or - A window - A TV on the table - A closet (invisible in the denvirance) - A closet (invisible in the denvirance) - A couch - A couch - A try on the table - A closet (invisible in the denvirance)	
around his home (in the yard or garden) for sleeping and lying on. - A couch - A couch - A couch - A window - A TV on the table - A closet (invisible in the description)	lying on the couch in the
home (in the yard or garden) for sleeping and lying on. - A couch - A window - Getting familiar with Mr. Günter; Günter is the name of their neighbor who lives in the house number 2.	living room or the attic).
yard or garden) for sleeping and lying on. - A window - A window - A TV on the table - A closet (invisible in the dawnian)	
garden) for sleeping and lying on. - A window - Getting familiar with Mr. Günter; Günter is the name of their neighbor who lives in the house number 2. - A closet (invisible in the	- Relaxation and resting
sleeping and lying on. Sleepi	at home; watching TV
Iying on. - A TV on the table - A TV on the who lives in the house number 2. - A closet (invisible in the description)	(e.g., sitting in the
table - A closet (invisible in the	armchair or lying/sitting
number 2.	on the couch in the living
- A closet (invisible in the	room and watching
So and the distribution (invisible in the	movies and cartoons like
	"Mickey Mouse" and
कु 👸 🖺 drawing)	"Tom and Jerry").
	, ,
- A cellar and its	- Family-oriented
양 등 나 kitchen (invisible	experience (e.g.,
in the drawing)	spending his time at
	home with the family and
- A Sofa in the	doing various activities
โล้ เอ็	like watching movies and
	playing with toys).
Per kind en de la companya de la com	- 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).
	, ,

	No. 42	Boy	6	"Baumland"	- Daytime	- Fabian,	- Fabian, himself	D:	- He is in the forest.	- Being outdoors (e.g.,
		(Fabian)	years old			himself		Brown, Green		going to a forest and
Ž		(* 3.13.3.17	,	(In English: land	- Outdoors,		- The green space		- He likes climbing up the	having adventure in the
E E				of trees)	in the forest	- Other	of the forest and		trees and picking the	nature).
je				-		people	its trees.		fruits.	·
<u>,</u>						(they have				- Close interaction with
rta						hidden	- Three trees (2 of		- It is interesting for him	nature and natural
pe						behind the	them have fruits).		to run in the forest.	elements
d C						trees; they				(e.g., being in the green
≥ 5.						are playing	- The grass		- Playing soccer and hide-	space of the forest,
<u>ا ا</u>						hide-and-seek			and-seek with other	interacting with the
im, ert						with Fabian).	- Other people		people/children in the	plants and trees, climbing
he p							who have hidden		forest.	up the trees, and picking
fts Mu							behind the trees			the fruits from the trees)
tha n √ I.5							(invisible in the			
ırsc ıeii 201							drawing)			- Physical Play; Sport;
iba tsh 33.2										Game-with rules (e.g.,
ach naf 3.0										playing hide-and-seek,
FN 'Scl										playing soccer, running in
bai ate										the forest, and climbing
The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015										up the trees).
e :- N										- Experiences in the
up nai										nature (e.g., exploration
err										in the nature; climbing
ه م										up the trees and picking
5 E										the fruits from the trees)
ten										,
ar										- Socialization (e.g.,
er£										making new friends and
pu										playing soccer or hide-
. <u>₹</u>										and-seek with them).
Γħε										ŕ

	No. 43	Girl	6	"Schmetterling"	-Daytime	- Ecrin, herself	- Ecrin, herself	D: Green	- Playing with the	- Socialization, making
		(Ecrin)	years old				- A tree		rainbow	new friends, and
		` '	'	(In English: the	- Outside, in	- The rainbow	- A flower	R: Yellow,	- Speaking (trying to	creating communication
				butterfly)	a green	which is her	- A rainbow	Blue, Red,	create	and playing with them
<u>></u>					space (e.g.,	playmate.	- A house	Very limited:	communication with	
la l				"Herzschmetterli	in a garden,		- The sun	Purple	rainbow in order to	- Role Play; Fantasy
=				ng"	park).		- The grass		play with it).	Experiences (e.g.,
99							- A butterfly in	Colors of	- First the rainbow	creating communication
a,				(In English:			the house	rainbow:	says: "I don't want	with the 'rainbow' and
ta				heart-butterfly)			(invisible in the	Green	to play" but then it	the 'house' and playing
<u>d</u>							drawing).	Yellow, Red,	says: "Ok, let's play".	with them; she consider
							- Other children	Blue	- Playing football with	the objects as her
n							who are hidden		the rainbow.	playmates and talks to
n, i rtal							behind the trees.	Colors of	- The house can speak	them).
Pe eir								flower: Red,	too and want to play	
dn dr								Purple, Green	with her and the	- Being outdoors (e.g.,
aft ×									rainbow.	talking to the rainbow,
sch im 115									- Rainbow talks to	playing outside with the
ars she									house, it says "You	rainbow; in her story, the
hb lfts 103									cannot play with us".	butterfly leaves the
Nac cha									The house cries.	house and flies outside,
of I									- The butterfly first is	in the green space).
n o nba									in the house (in	
sio act									Germany). Then, it	- Physical Play, Sport
½ Z									leaves the house and	Play, Playing Game with
lpe an									flies outside in the	Rules, Social Games
under supervision of Nachbarschaftsheim, in Wuş (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015									green space.	(e.g., playing hide-and-
de Ge									- There is another	seek and football,
i i i i i i i i i i i i i i i i i i i									child there; but	running in the forest,
Le O									because she is	climbing up the trees).
Ĕ									scared of Ecerin she	
lergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 13.03.2015									hides behind the	- Visual attraction
de									tree and she does	(e.g., being interested in
kind									not want to be her	colourful rainbow and
The									friend and plays with	the flowers).
=									Ecerin. Beauce of	
									that, she plays with	
									the rainbow (instead	
									of playing with the	
									child).	

Place & date of creative	Reference No. of the Drawing	About the (particip in creative s	ant	(expl	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)								
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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)		
chbarschaftsheim, in Wuppertal, Germany aftsheim Wuppertal e.V.) .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).		
The kindergarten under supervision of Nachbar (In German: Nachbarschaftshe Date: 17.04.20	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; waterbased 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 (accidently). - 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 sociodramatic 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).

			- Courage and Sense of Power, Control, Strengt and Victory (e.g., acting a hero and cooperating with the policeman to save his friend who had car accident and fallen into the river).
			- Socialization and bein independent (e.g., active like an adult in his story being alone in the street driving the car, having a car accident, trying to save his friend, talking the policeman, etc.).
POINT:			
Joel has a role in Kerim	-	es they communicated a lot and in	volved each other. It was like playing a socio-dramatic play

Some common key words in their stories: the Police, Hero, Accident, Action, Risk-taking Activities, Saving People, Sense of Control and Power.

	No. 47	Воу	4	"Monsterpolizei	Outdoors, in	- Kerim,	- Kerim, himself	Green	- There is a monster-	His story was	- Experiences or characters
	1101 47	(Kerim)	years old		urban space	himself			snake (the imaginary	not very	influenced by cartoon,
1		(1.51111)	, cars ord		(in the street)		- Monster-snake		animal) which has a	understandable.	cartoon characters,
 >				(In English:	(iii tile street)	- The			car. It has a police	In his story, the	movies, or story books
an				Monster Police)		Monster-	- Police car		car.	characters and	(e.g., fighting between
E				-		snake				the events did	Kerim, the monster-snake
Ge						(an imaginary	- The crocodile		- Kerim tries to drive	not formed well	and the crocodile; trying to
al,				"Monster von		animal or			the monster-snake's	to be	drive the monster's car and
Ę				Mr. B"		creature)			car (the police car). It	understood	escape).
dd									makes it angry. Thus,	clearly.	
N (.)				(In English: Mr.		- The police			it appears (probably		- Being outdoors, acting as
e.				B's Monster)		car			to fight). But the		an adult, and being
n, i rtal									crocodile eats the		independent (e.g., being
ein pe						- The			monster-snake.		alone outside and driving a
The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015						crocodile					car like an adult).
scha eim \ 015											- Physical Play; Rough-
oar she 1.20											and-tumble Play
cht aft.											(e.g., fighting between
Na Ch 17											Kerim, the crocodile and
on of I hbars Date:											the monster-snake).
der supervision German: Nachb Da											- Sense of Power, Control,
											Strength, and Victory (e.g.,
up Inali											facing with the monster-
ern											snake and driving its car
unde (In G											which makes it angry).
											- Adventure, Action, Risk-
rte											taking Activities and
rga											Frightening Experiences
dei											(e.g., fighting between
i i											Kerim, the monster-snake,
<u> </u>											and the crocodile; driving
È											the car and escaping).

	No. 40	Pov	4	"Polizeistation"	Outdoors in	Joel, himself,	- The rainbow	D: Black	- He drives his silver	His story is	- Being outdoors
	No. 48	Boy	-	runzeistatiun	Outdoors, in	(He imagines	- IIIe Iaiiibuw	D. DIACK	police car	relevant to	(e.g., being outside; driving
		(Joel)	years old	/In English	urban space	_	The clouds	D. Divo	1 -		
				(In English:	(in the street)	himself as a	- The clouds	R: Blue	(It seems that he think of himself as a	Kerim's story	a police car on the street).
				Police Station)		policeman)	A -: :	Manualinaita da		(No. 46). They	Casia duamentia Diam
							- A silver police	Very limited:	policeman).	developed their	- Socio-dramatic Play;
							car (which is his	Green, Red		stories and	Make-believe Play
							car)		- He said that his	drawings in	(e.g., depicting and
>									name had been	parallel and	describing the scenes of a
Germany							- A police trucks		written on the car.	communicated	car accident and involving
er.										with each other	his friend (Kerim) in his
Ğ									- He has a car	during the	story which was like getting
<u> </u>									accident.	Creative	involved in a socio-
e L										Session. It was	dramatic play; thinking of
dd									- There are police	like getting	himself as a policeman who
₹ >.									trucks and stations	involved in an	had a car accident; owing a
le le									nearby.	imaginary socio-	silver police car).
n, i rta										dramatic play.	
ein pe									- The police trucks	That is the	- Courage and Sense of
l sh									are really fast.	reason that	Power, Control, Strength,
l a a a a a a a a a a a a a a a a a a a										their stories are	and Victory (e.g., acting as
sch im 15									- After the accident,	relevant (No. 46	a policeman who owns and
ars she									his friends come to	& No. 48).	drives a silver police car).
ihb ifts 04									that street.		
lac Sha											- Being independent
Irsc e:											(e.g., acting independently
n c lba											like an adult: being a
sio ach D											policeman who owns and
ĮŽŽ											drives a silver police,
pe an:											driving on the street and
ns ü											having a car accident).
under supervision of Nachbarschaftsheim, in Wuppertal, (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015											,
l d											- Being interested in an
<u> </u>											especial occupation and its
Ţ.											working context as an
The kindergarte											adventurous experience
ler											(e.g., thinking of himself as
ם פ											a policeman who owns a
<u>'</u>											silver police car and drives
<u>¥</u>											on the street where there
-											
											are police trucks and
											stations nearby).
											Canaa afamaa daadaa waxay
											- Sense of speed and agility
											(e.g., the fast police cars
											and trucks).

No. 49	Boy (Joel)	4 years old	"Regenbogen" (In English: Rainbow)	- Outdoors, in a green space like in a forest - Joel is inside the snail shell in that green space	- Joel, himself - The snail	- The snail's shell (In German: Schneckenhaus) - Joel, himself inside the snail's shell (he is invisible in the drawing)	Green	 - He is inside the snail shell which is in the flowing water (river). - He jumps out of the shell (in the flowing river) to catch the tree. 	- Being outdoors (e.g., being in a natural space like a forest; being inside the snail's shell in the flowing river). - Being indoors (e.g., being inside the snail's shell).
						- The tree (invisible in the drawing) - The water/river (invisible in the drawing)		- The snail can speak.	- 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). - Close interaction with the animals, birds, and insects (e.g., talking with a snail; staying in the snail shell). - Experiences in the nature (e.g., being inside the snail's shell in the flowing single single suit of the
									river; jumping out of the snail's shell –which is in the flowing river— to catch the tree). - 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)). - Physical Play
									(e.g., jumping out of the snail's shell —which is in the flowing river— to catch the tree). - Sense of privacy and having his/her own space (e.g., being inside the snail's shell). - Visual attraction (e.g., looking at the snail's

No. 50	Boy (Alper)	4 years old	"Polizei"	- Daytime - Outdoor	- The child (Alper),	- Alper, himself (He is the tallest	He has drawn the outline of	- Playing "Power Rangers" with his	Listening to the other children's	- Being outdoors
	(Alper)	yearsora	(In English:	environment	himself	one with blue	the objects.	friends.	stories and	- Experiences or characters
			Police; Police			hair).	, , , , , , , , , , , , , , , , , , , ,		being influenced	influenced by cartoons,
			Station)		- His sister		D: Blue,	- Being with his sister	by them, did not	cartoon characters,
						- His sister	Green	and playing with	let Alper to	computer games, movies,
					- His friends			their balloon.	develop or	or story books (e.g.,
						- Other people	R: Red, Yellow		explain his	playing "Power Rangers"
						(They are his		- They release their	original story	with his friends in outdoor
						friends)		balloon into the air	completely.	environment).
								(sky).	Even the name	
						- An apple			that he gave to	- Socio-dramatic play
								- The balloons bursts	his drawing was	based on (imaginary)
						- The balloons		in the sky and falls	imitated from	superheroes or role
								down.	other children	models (e.g., playing
						- The sun			(Kerim and	"Power Rangers" with his
									Joel). He gave	friends in the outdoor
						- The written			the same name	environment).
						numbers			"Polizei" which	
									is irrelevant to	- Physical Play;
									his own drawing	Rough-and-tumble Play;
									and story.	Fighting Games with
									The forms of	(between) the Imaginary
									characters in his	Enemies; Dramatic Play
									drawing are like	(e.g., children play a role
									cartoon	play based on "Power
									characters like	Rangers" characters—a
									aliens.	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
		1								Bursting and making sound

					(e.g., being surprised when the balloon bursts in the air and falls down).
					- Visual attraction (e.g., releasing the balloon into the sky).

No. 51	Boy	4	"Spider-Man"	- Daytime	- Three ninjas	- Three ninjas	He has drawn	- Three ninjas	His drawing	- Being outdoors (e.g.,
	(Alper)	years old	-	- Outdoor	including Fire	including Fire	the outline of	(including Fire Ninja,	(story) includes	being in the urban spaces).
				environment	Ninja, Blue	Ninja, Blue	the objects.	Blue (Water) Ninja,	two scenes:	
				(in the urban	(Water) Ninja,	(Water) Ninja,		and Earth Ninja) fight		- Being indoors
				space where	Earth Ninja	and Earth Ninja.		with the devil.	1) One story is	(e.g., being at home).
				there are 3	(the heroes in		D: Blue		about Ninjas	
				ninjas and the	outdoor	- The evil		- The ninjas defeat	and evil in the	- Experiences and
				evil).	environment).		R: Orange,	the devil and	outdoor	characters influenced by
>				- Indoor	- Spider-Man	- The balloon	Green, Yellow (respectively)	survive.	environment.	the cartoons, cartoon characters, movies,
a a				environment	(Alper's hero	- The Sun	' ' '	- The balloon falls	2) The other	computer games, or story
Germany				(in Alper's	whom he			down at the ground	story is about	books
9				home where	plays with)	- Alper, himself		(relevant to Alper's	Alper who plays	(e.g., in the story the
a'.				Alper plays		that is at home		previous drawing).	with his Spider-	characters are: the three
ert				with Super-		(invisible in the			Man at home.	ninjas including Fire Ninja,
dd				Man).		drawing).		- Alper is at home		Blue (Water) Ninja, Earth
§ >								and plays with water		Ninja, the devil, and Super-
i e								and his Spider-Man.		Man.
, , , ,										The experiences include:
jer										fighting between ninjas and
/uk										the devil; playing with
chal im V 15										Spider-Man).
ars hei .20										- Physical Play; Rough-and-
fts										tumble Play; Fighting
Nac										Games with (between) the
of P										Imaginary Enemies (e.g.,
hbs Dat										fighting between the 3
der supervision of Nachbarschaftsheim, in Wuppertal, German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015										ninjas and the devil).
uper nan:										- Playing or interaction
2 2 2 2										with the play equipment,
90										elements, toys and
pun o										settings (e.g., playing with
l fer										Spider-Man figure at home;
29										playing with the balloon in
The kindergarten										outdoor environment).
ki j										- Socio-dramatic play
е										based on (imaginary)
È										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

										nature: Water, Earth, Fire, and Air (e.g., in this story there are 3 ninjas including Fire Ninja, Blue (Water) Ninja, and Earth Ninja). - 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).
The kindergarten under supervision of Nachbarschaftsheim, in Wuppertal, Germany (In German: Nachbarschaftsheim Wuppertal e.V.) Date: 17.04.2015	No. 52	Boy (Utku)	4 years old	- Daytime - Outdoors, in a green space	- Utku, himself	- A house - The grass - The balloons - The sun - The numbers (in Arabic) - His dog - A dolphin	D: Blue, Green R: Yellow, Black, Purple	- 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.	During the communication phase, he mentioned the drawn objects, but he explained very little about experiences in his story.	- 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).

Place 8 date of creativ	no. of the drawing	the	About the (participa	ant	(expl			about the child's he child about th	_	story earching in the dra	iwing)	Interpretation and categorization
session			Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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)

		,	T		<u>, </u>			_			,
	No. 53	Boy	4	"ELIAS"	- Daytime	- Elias, himself	- The apple trees	D:	- A small apple has	Elias and	- Being outdoors
		(Elias)	years old	(his own name)				Brown, Red	already grown on	Melonia	(e.g., going to a natural
					- Outdoors, in	- His brother,	- The big		the apple tree.	(another child	playing space—an
					a natural	Eddin	trampolines that	R:		who	integrated playground;
					playground		have been	Blue, Green	- A trampoline has	participated in	spending time in the
					(playing space		fastened to the		been fastened to the		nature).
					in the nature)		top of the apple		top of the apple	this Creative	
					,		trees.		trees.	Session) were	- Family-oriented
							tices.		trees.	really close	experience (e.g., playing
							- Some holes in		- Elias and his	friends; this	with his brother like playing
										encouraged	
							the (apple) tree		younger brother	them to get	hide-and-seek and
							for the squirrels		(Eddin) play hide-	more involved,	counting or counting in
							to stay (as their		and-seek on the	develop their	revers with him).
							homes).		playground.	stories well and	
										to draw on	- Physical Play
							- A large cloud		- For playing hide-	several sheets	(e.g., climbing up the tree,
e.V.)									and-seek, Elias	of paper. They	jumping on the trampolines
ن و							- The sand		counts the number	communicated,	that have been fastened to
Rabbatz Day Care Center, in Wuppertal, Germany German: Elterninitiative Kindertagesstätte Rabbatz Date: 16.06.2015							(on the ground,		in reverse	talked and	the top of the apple trees).
l m gg							surface of the		(countdown) and		, , , , ,
Ral							playground)		usually starts from	made sounds	- Close interaction with the
e e							p.a/g. ca.ia/		10.	during the	nature and natural
Center, in Wuppertal, itive Kindertagesstätte ate: 16.06.2015							- His name,		10.	process, though	elements (e.g., playing in
) er Sst							"ELIAS"		In playing hide and	each one	
pp ges							ELIAS		- In playing hide-and-	developed	the natural playground,
\ \frac{1}{2} \ \frac{1}{2} \ \ \frac{1}{2} \ \frac{1}{2} \ \ \frac{1}{2} \ \frac{1}{									seek, Eddin,	her/his story	climbing up the trees,
n \ der 6.2									sometimes makes	independently.	picking the apples from the
ter, in Wup Kindertage 16.06.2015									mistakes in counting	For example,	tree, installing the
e K									in reverse but Elias	when he was	trampolines on the tree).
e Centitiative Date:									corrects him.	drawing the	
e C iat Da										trampoline he	- Close interaction with the
Care in initia									Other activities:	made the sound	animals, birds, or insects
] × i									- Jumping on the		(e.g., caring about the
Rabbatz Day erman: Elter									trampoline (that has	of jumping	nature and animals:
[2]									been fastened to the	"beung, beung".	creating holes in the trees –
p an									top of the apple	Also, Elias said	as home—for the squirrels
i ap									tree) that and being	that he could	
a a										hear the sound	to stay).
									able to pick the	of locomotive,	Discovering the materia
=									apples.	"du, du, du",	- Discovering the nature,
										though he	learning and trying
									- Having a bird's eye	himself did not	adventurous experiences
									view (on the	draw (or have)	(e.g., climbing up the trees
									trampoline) being	any train in his	and jumping on the
									able to discover a	story. The	trampolines that have been
									large area in the	reason was that	fastened to the top of the
									nature (natural	Melonia (who	trees let Elias to have a
									playground).	•	bird's eye view and
									1, 10 ,	sat next to him)	watching the nature from
									- A large cloud that	had drawn a	above).
									wants to eat the	train, so Elias	abovej.
										could hear that.	Poing in the high place
									storm because it is	So they	- Being in the high place
									our friend (the cloud	interacted with	and having a bird's eye
									wants to avoid	each other and	view (e.g., being on the top
										motivated each	of the trees and jumping on
										ouracea each	

Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015							sound of the storm).	getting involved in a socio-dramatic play in their imaginary worlds.	been fastened to the top of the trees). - 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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	No. 54	Boy	4	-	- Daytime	- Elias, himself	A shield and 2 Es	D: Blue	He talked about	Elias has really	- Being outdoors
		(Elias)	years old				that represent	R: Red	something that he	close	(e.g., going out and
e.V.)		, ,			- Outdoors, on	- His brother,	Elias and Edin		had experienced in	relationship	strolling through the
z 6					the street	Eddin	(<u>E</u> ddin, <u>E</u> lias)		the past, when he	with his small	streets).
at									was with his brother	brother, Eddin.	
German: Elterninitiative Kindertagesstätte Rabbatz Date: 16.06.2015									in the outdoor		- Family-oriented
8									environment, on the		experience (e.g., going out
tte									street.		with his brother).
tä:									They found a shield		
iinitiative Kindertagesstätte Date: 16.06.2015									and his brother said		- Sense of freedom,
Kindertage 16.06.2015									"it looks strange". It		exploration, and curiosity
leri 5.2									was funny for him.		(e.g., strolling
<u>5</u> 0.											down/through the streets
3 K	No. 55					- Elias, himself	- A funny and	D: Blue	On the street they		and exploring the
ţi te:							interesting cloud		look at the cloud.		environment; finding a
tiative Date:						- His brother,	in the sky		Elias said "I have		shield on the street;
<u>=</u>						Eddin	-		never seen a cloud		looking at the clouds in the
Ĕ							- Elias, himself		like this"		sky).
<u>#</u>									Eddin "Why it is like		
erman: Elterr							- His brother,		this?"		- Interacting with the
nar							Eddin		The cloud's form was		nature and natural
E.									funny and		elements
(In G									interesting for them.		(e.g., looking at the clouds in the sky).

(Melonia) vears old (the train driver (Charlottes' or share) (Charlo	No	lo. 56 Gir	1 5	"Ach,	- On the train	- The train	- The train	D:	Melonia is outside,	Elias and	- Being outdoors
(Charlotte is a name of person; it seems irrelevant to the content of her story but maybe it is the name of new shore). (A) of the properties of the proper	140										(e.g., being in the outdoor
(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). (A) a page tree which is called "Again-Colorful Maker" (it is an inaginary machine that she page tree which is next to be the apple from the apple tree which is next to the train. He stands on the grass to pick the apple from the apple tree which is next to the train. He stands on the grass to pick the apple from the apple tree which is next to the train. He stands on the grass to pick the apple before the train diver drives the train in (CE, it goes to the apple before the train diver drives the train in (CE, it goes to the apple tree which is next to pick the apple tree which is next to the train. He stands on the grass to pick the apple tree which is next to the train of the properties of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple from the apple from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the train of the page from the apple tree which is next to the page from the apple tree which is next to the page from the a		(IVICIO	iliaj years old		, ·		(**************************************	,,	-		public/urban spaces).
name of person; - Outdoors it is seems it relevant to the content of her story but maybe to one of her family members who lives in that capital city). (You apply 1990 of 199				(Charlotte is a		- Melonia	- The train driver	R.	I —	*	parame, and an opacies,
It seems (Melonia is 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). (A) 2 or proper lives in the capital city). (A) 2 or proper lives in that capital city). (A) 2 or proper lives in that capital city). (A) 3 or proper lives in that capital city). (A) 4 or proper lives in that capital city). (A) 5 or proper lives in that capital city). (A) 5 or proper lives in that capital city). (A) 5 or proper lives in that capital city). (A) 5 or proper lives in that capital city). (A) 5 or proper lives in that capital city). (A) 6 or proper lives in that capital city). (A) 6 or proper lives in that capital city). (A) 6 or proper lives in that capital city). (A) 6 or proper lives in that capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in that capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital city). (A) 6 or proper lives in the capital ci				'	- Outdoors		The train driver		• • •		- Travelling to an
The plant of the content of her story but maybe it is the name of one of her family members who lives in that capital city). The plant of the story but maybe it is the name of one of her family members who lives in that capital city). The plant of the story but maybe it is the name of one of her family members who lives in that capital city). The plant of the story but maybe it is the name of one of her family members who lives in that capital city). The plant of the story but maybe it is the name of one of her family members who lives in that capital city). The story but maybe train in the story is never the story but may be plant of the story but may be plant of the story but the story in th							- A cloud	Green, Blue			interesting destination
watching the story but maybe it is the name of one of her family members who lives in that capital city). Ye are a specific to the story but maybe it is the name of one of her family members who lives in that capital city). Ye are a specific to the story but maybe it is the name of one of her family members who lives in that capital city). Ye are a specific to the stands on the grass to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that files above the local wants to pick the apple from tree. There is also a cloud that file					•		- A cloud		•		(e.g., travelling to a capital
Story but maybe It is the name of one of her family members who lives in that capital city). The family members who lives in that capital city). The family members who lives in that capital city). The family members who lives in that capital city). The family members who lives in that capital city). The family members who lives in that capital city). The family members which is called "Again-Colorful Maker" (it is an imaginary maginary maginar					· ·		An annia traa			•	
Train) one of her family members who lives in that capital city). A gain-Colorful Maker" (it is an imaginary machine that she has created). The train of the same of one of her family members who lives in that capital city). The same of the family members who lives in that capital city. The same of the family members who lives in that capital city. The same of							- All apple tree		•	•	city).
one of her family members who lives in that capital city). A machine which is called "Again-Colorful Maker" (it is an imaginary machine that she has created). There is also a cloud that files above 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.					_		Malauia hawalf		_	menus.	Cariability / a a baing in
family members who lives in that capital city). Family members who lives in that capital city). Family members who lives in that capital city). Family machine that she has created). Family machine that she cloud wants to pick the apple tree since the cloud wants to pick the apple t					train)		- ivieionia, nerseit		1		- Sociability (e.g., being in
who lives in that capital city). Who lives in that capital city). Which is called "Again-Colorul Maker" (it is an imaginary imaginary and imaginary imagin											the public environment and
Capital city). #Again-Colorful Maker" (it is an imaginary machine that she has created). #Again-Colorful Maker" (it is an imaginary machine that she has created). ##Again-Colorful Maker" (the salou about that files above the cloud wants to pick the apple tree since the cloud wants to pick the apple tree since the train driver. ##Again-Colorful Maker" (the cloud wants to pick the apple tree since the cloud wants to pick the apple before the train driver. ##Again-Colorful Maker" (she created that name for a machine which colors the train). ##Again-Colorful Maker" (she created that name for a machine which colors the train). ##Again-Colorful Maker" (she created that name for a machine which colors the train). ###################################				•							interacting with people like
Bappet Tom tree. Important that the has created). Maker" (it is an imaginary machine that she has created). IC. 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.											the train driver).
imaginary machine that she has created). It needs 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.				capital city).			_				
							Maker" (it is an		1		- Using play equipment, or
							imaginary				tools; Sense of creativity
							machine that she		that flies above the		(e.g., using a machine
							has created).		ICE. It goes to the		which is called "Again-
									apple tree since the		Colorful Maker". It is an
									cloud wants to pick		imaginary machine that
									the apple before the		changes the color of the
									train driver.		train—which is white and
	D.								The train (ICE) driver		red. It makes that colorful
	01								• •		like the rainbow colors).
	5.2										,
	0.								_		- Close interaction with the
	16								_		nature and natural
	te:										elements
	Da										(e.g., interaction with the
									_		clouds and the apple tree).
									=		clouds and the apple tree).
									_		Disking and acting the
									_		- Picking and eating the fruits from the trees.
									- I		ituits itoili tile trees.
											Company of company of the company
											- Sense of competition,
									colours.		speed and getting the
											reward
											(e.g., the train driver and
											the cloud compete for
											picking the apple form the
											tree and eating that).
											Conce of anonal and antitue
											- 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

											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).
ermany Rabbatz e.V.)	No. 57	Girl (Melonia)	5 years old	"The train driver and treasure" It is relevant to her previous drawing.	- 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	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.	It is relevant to her previous drawing.	- A fantasy story and adventurous experiences (e.g., finding the treasure under the ground; meeting/facing a ghost child). - Adventure and Frightening Experiences (e.g., going under the ground —to find the treasure— and facing the ghost child). - Experiences and
Center, in Wuppertal, Germany itive Kindertagesstätte Rabbatz	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	A ghost moves toward the train driver because it likes the driver. It is still a child.	It is relevant to her previous drawing.	characters influenced by the cartoons, cartoon characters, movies, computer games, or story books (e.g., discovering and unearth the treasure; meeting/facing a child
Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.)	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	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	It is relevant to her previous drawing.	ghost under the ground). - Close interaction with the nature and natural elements (e.g., digging the ground by the shovel for finding the buried treasure).
JI)	No. 60			-	Outdoors (on/under the ground)	- The train driver	- The track route A house with big window near the rack.	Blue, Brown	what they are. After uncovering the treasure, the train driver keeps driving his train.	It is relevant to her previous drawing.	- Sense of speed (e.g., traveling on the ICE train represents the interest for the speed). - Sense of trying, exploration and achievement (succeeding) (e.g., digging the ground by the shovel and finding the treasure).

	No. 61	Girl (Layomai)	6 years old	Daytime - Outdoors (in	- A girls with a scooter (that	- A girls with a scooter.	A colorful drawing	The girls rides the scooter on the	Drawings No. 61, No. 62, and	- Being outdoors (e.g., going to the outdoor
Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015	No. 61			_	_	_		_	_	(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
Rab (In Germ										- 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).

Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015	No. 62	Boy (Baptiste)	5 years old	- Daytime - Outdoors (in the outdoor green spaces; in the streets)	- Baptiste, himself - His mother	- Baptiste, himself - His mother - Two apple trees - A scooter/roller (with its wheel) - The grass - The sky - The sun - The flower	D: Brown, Green R: Orange, Yellow, Blue	- Going out for a walk with his mother. - Riding a scooter in the urban spaces. - Buying an ice cream	- 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). - 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
Rabbatz (In German: E	No. 63	Girl (Alishia)	6 years old	Daytime - Outdoors, in the forest	- Alishia, herself	- 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,		- 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	trees and the flowers) - 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).

		- Her name	Amusement Park) is	- Walking in the forest and
		(above the	too far her; thus, she	exploring the nature
		scooter)	does not go there.	
				- Riding an electric scooter (in the urban spaces)
				Chambian in the site.
				- Shopping in the city

date	Reference no. of the drawing	About the (participa in creative se	ant	(ex	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)						
session		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)
Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)	o. 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 beachHe walks toward the palmHe climbs up the palmHe sits on the top (highest part) of the palm and catches the sunThe 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).

	No. 65	Boy	5	-	- In the	- Maximilian,	- Maximilian,	He has drawn	- He likes sliding on	- Going out and
		(Maximilian)	years old		swimming pool	himself	himself	the outline of	(water) slides in	socialization
		,	,			- His mother	- His mother	the objects.	different colors,	(e.g., going to a public
					(He did not		- The swimming		especially on the	water park or swimming
					mentioned it is		pool	Blue, Orange,	blue and purple	pool).
					indoor or		- Various (water)	Green	ones because	
					outdoor		slides in different		they have longer	- Water-based playing
					swimming		colors		sliding section	and amusement
					pool)		- A ladder for		and higher	(e.g., sliding on the
							climbing up and		starting point.	water slide and falling
							accessing the			into the swimming pool;
_							slides		- The orange slide	swimming, playing in
<u>`</u>							- The swimming		is for his mother	the water, and diving
z e ≤							pool (the water		to slide on.	into the pool).
nan							on the surface			, ,
abl							that shows the		- He says that he	- Physical Play
9 g (2							swimming pool)		slides on the slide	(e.g., playing on the
al, itte									alone.	curved water slides;
ert stä ses										playing or swimming in
pp ges d S										the pool).
νυ tag on										, ,
Rabbatz Day Care Center, in Wuppertal, Germany German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)										- Sense of achievement,
ir, i Sinc (\$										success, and victory
- o k o 1!										(e.g., climbing up the
Ce tiv 5.2										ladder to access the
re tia										slide which has got the
S iii										highest starting point
Day Eltern Oate:										and longest sliding
r D										section among the
at; n:										available slides in the
ma ma										park).
Rai										
										- 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).
										,
<u> </u>		<u> </u>	1		1		1	1	l.	

	No. 66	Girl	5 -	- Daytime (a	- Melodi,	- Melodi in a red	D:	- She walks toward the	She did not	- Being outdoors
		(Melodi)	years old	sunny day)	herself	dress	Red, Green,	apple tree.	talked that	(e.g., (e.g., being in a
		(, care ora				Brown, Blue,		much about	green space; in a natural
				- Outdoors, in	- Her mother	- An apple tree	Yellow, Blue, ,	- She climbs up the	the	environment)
				a green space	(invisible in		Orange	apple tree and flicks	experiences in	
					the drawing)	- The sun		the apples.	her story. She	- Family-oriented
									talked more	experience
						- The rainbow		- She plays with her	about the	(e.g., being with her
							Very limited:	mom.	things/objects	mom and playing with
\ \frac{1}{5}						- A butterfly	Black, Skin		that she has	her).
نهٔ							color		drawn.	
 atz										- Close interaction with
l mg									Some of the	the nature and natural
Ser Ra									experiences	elements
l, C									that she	(e.g., climbing up the
rta tät									mentioned	apple trees and flicking
pe ess									have not been	them; watching the
dn,									drawn; they	rainbow in the sky)
N tab									are not visually	
ni, in (Se									clear in her	- Interaction with the
ter Ki 15									drawing.	animals, birds, and
ent ive										insects
e C iati										(e.g., watching the
nit 16.										butterfly which is flying).
Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)										
Da Ite										- Visual attraction
tz										(e.g., wearing a
										beautiful red dress,
Sak erm										drawing a colorful
39										butterfly and rainbow)
빌										
										- Flicking the apples on
										the apple tree (picking
										the apples from apple
										tree).

	No. 67	Girl	5 -	- Daytime	- Vayola,	- Her house	Green,	- She is at home; she is	- Close interaction with
	140.07	(Vayola)	years old	- Indoors (at	herself	(a family house)	Yellow, Red,	playing.	the nature and natural
		(1,11,1	,	home)	- Her mom	· ·	Blue		elements
				- Outdoors (in	- Her	her room,		- She plays 'Mensch	(e.g., being in a meadow
				the meadow of	family	her sister's room,		ärgere Dich nicht' with	of flowers next to her
>				flowers around	•	and her parent's		her mom at home	house which has a pine
,				her home)		room. She has		(Name of the game in	tree and different types
nan bat						drawn 4		English: Man, Don't	of flowers –in different
ab						windows.		Get Angry).	colors— like tulips).
- Ge Ge - C									
pertal, G sstätte R Session)						- The meadow of			- Family-oriented
erd sstä						flowers which is			experiences
l pp						next to her house			(e.g., playing at her
l w V V Sor I so I						(In German:			home with her mom)
Care Center, in Wuppertal, Germany iinitiative Kindertagesstätte Rabbatz 16.06.2015 (Second Session)						Blumenwiese).			
er, Kin .5 (- Playing with toys;
nt /e						- The flowers in			Game-with-rules
Ce ativ 6.2						different colors			(e.g., playing 'Mensch
are liti: 6.0						(red, yellow,			ärgere Dich nicht' with
nj 7.						white, and green			her mom.
Day Care Center, in Wup Elterninitiative Kindertage Date: 16.06.2015 (Second						flowers).			Name of the game in
									English: Man, Don't Get
bat an:						- The tulips			Angry).
Rabbatz Day Care Center, in Wuppertal, Germany German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)									
Ge &						- A pine tree			- Resting
Ē						(or a fir tree)			(e.g., sleeping at home)
						- The sun			
						The alm			
						- The sky			

	No. 68	Girl (Vayola)	5 - years old	-Indoors, in an apartment in a skyscraper (a high rise).	- Vayola, herself - Her sister	-A skyscraper (high-rise building) - Vayola, herself (inside the	Orange	- A person is cooking noodle in the apartment –which is on the top floor of the skyscraper (she did not mention that who is	- Being in the high place (e.g., being/living in an apartment which is on the top floor of a skyscraper).
						apartment)		cooking).	- Role Play; Socio- dramatic Play: Make-
Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)						- Her sister		- 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.	dramatic Play; Makebelieve Play (e.g., playing 'motherfather-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).

	No. CO	Girl		-Daytime	- Vayola,	- The beach	D:	This picture	- Playing with the play
	No. 69		3	-Outdoors	herself		Yellow,	(No. 69) was	
		(Vayola)	years old		nersen	- The sea			equipment, elements,
\ \frac{1}{2}				(probably at		- The slide	Brown, Blue	drawn later by	toys, and settings
e.V.)				the beach)		(and its		Vayola, when	(e.g., playing on the
n J						ladder)	R:	the teacher	slide which has been
na ba						- A (coconut)	Green	was	installed on the beach).
err tab						tree		communicatin	
e F								g with the next	- Close interaction with
- tal, sit								child. Thus,	nature and natural
ert sstä								this picture	elements
lpp ges d s								was found	(e.g., being at the beach,
Nu ta								later among	near the sea).
in V der								the other	
Rabbatz Day Care Center, in Wuppertal, Germany German: Elterninitiative Kindertagesstätte Rabbatz Date: 16.06.2015 (Second Session)								drawings and	- Climbing the tree
- e K 01!								Vayola has not	
Cer tiv 5.2								talked about	- Physical Play; Water-
ltia .06								that but	based amusement or
Cal ini 16								considering	experiences
er a								the drawing	(e.g., swimming or
								objects some	playing in the sea).
atz n: E								experiences	playing in the sea,.
bb; nar								can be	
Ral								explored. It	
								has been	
밀								imitated from	
								other child's	
								story (No.70).	

(Achlya) years old the beach (at the beach) at the beach where the weathwhere the water is sunry and zit he sand (with the sand). Since climbs up the coconust verse and response to the sand water the son the beach water to sand with the sand. Show a son the beach water the son the beach water the son the beach water the son the beach water to sand water to take the coconust verse and response the son. She valid on the beach son the sand son the beach water to sand water to take the coconust verse and son the beach water to sand the verse to sand water to take the coconust verse and son the beach water to sand water to take the coconust verse and son the beach. Since the (sumn) beach size water to sand water to take the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach. Since the (sumn) tree, if the coconust verse and son the beach water and son the beach. Since the (sumn) tree, if the coconust verse and son the beach water and son the beach. Since the son the son that are and the verse the son that are and the verse that the verse the verse the son that are and the verse that the verse the verse the son that are and the verse that the verse that are under the verse the verse the son that are and the verse that the ve		No. 70	Girl	6	-	- Daytime	- Achlya,	-The beach	D: Blue,	She is at the beach.	- Being outdoors
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				- 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).

Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)	No. 71	Girl (Achlya)	6 years old	-Daytime -Indoors (at home) and outdoors (in the green space around her home)	-Main character: Achlya, herself -Secondary character: Her mom	- 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	D: Green, Brown, Blue, Yellow, Red R: Skin color, Black	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). 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. The people of the house are: Achlya, her sister (Jasmin), her mom, her father, and her brother. She and her sister (Jasmin) look at the pictures, they paint/draw, and play together. They play	- 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).
								pictures, they	

								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.	
Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)	No. 72	Boy (Osman)	5 years old	-Daytime -First, the weather is rainy and then it gets sunny. -First, he is at home with his family. Then, when the weather gets sunny they go out.	-Osman, himself -His family: his mother, his brother, and his father.	- A family house - The rainy weather (the rain) - There are various numbers on the door of their house (he said that they were for printing!) - Osman and his family (his mother, brother and dad) inside the home The sun - The sky - The lawn (the area of grass) around the house - Outdoor environment (e.g., going for a walk and going to Toys "R" Us for exploration, watching, and buying the car toys).	Blue, Green, Yellow Brown, Red, Orange	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. Their house is surrounded by the lawn (an area of grass). 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.	- Being indoors (e.g., being at home when it is rainy). - Being outdoors (e.g., going out with his family for walking and shopping when it is sunny). - 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). - Cooking and eating together with his family at home - 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). - Playing with the play equipment, elements, toys, and settings (e.g., playing with toy cars).

Rabbatz Day Care Center, in Wuppertal, Germany (In German: Elterninitiative Kindertagesstätte Rabbatz e.V.) Date: 16.06.2015 (Second Session)	No. 73	Boy (Osman)	5 years old	-Daytime -Being outdoors with his family	-Main characters: Osman, himself and his family: his mother, his brother, and his fatherSecondary characters: other people	-The sky - The sun - The house -The grass -Osman and his family -Other people -Outdoors, going for buying the ice cream	D: Green, Blue, Yellow R: Red, Orange	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.	- 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).

Place & Re date of creative	eference no. of the drawing	About the (participa in creative se	ant	(explo			about the child's	_	story searching in the draw	wing)	Interpretation and categorization
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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	Io. 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

	No. 75	Boy (Efe)	5 years old	-	- Daytime	- Efe, himself	- The forest	D: Brown, Yellow	- He goes home (probably from	-	- Being outdoors; Family- oriented experiences
		(Lie)	years ord		- Outdoors, in the forest	- His father	- The Sun	R: Green,	kindergarten); he goes to Naila (his		(e.g., going to the forest with his family and
						- His mother	- Two trees	Skin color	babysitter)		babysitter).
						- His sister	- Efe and his family members (his father, his		- His parents talk, decide, and plan for going to the forest.		- Close interaction with the nature and natural elements
						(a family member or the baby	-Naila (the baby		- They go to the forest together (Efe, his		(e.g., going out to the forest and playing there).
						sitter) - Leila	sitter) and Leila (her sister) and Samir (her		parents, his sister, Naila, and her sister and brother).		- Physical Play; Game- with-rules (e.g., playing hide-and-
Sermany n e.V.)						(Naila's sister) - Samir	brother) -Efe and Naila are		- In the forest, Efe plays hide-and-seek		seek) Exploration in the
pertal, C						(a family member or Naila's	invisible in the drawing but are included in the		with his father and his sister.		nature (e.g., exploration in the nature and playing with
in Wup tte Kött 2015						brother)	story.		- His father hides behind the tree and they look to find him		his family in the forest—playing hide-and-seek).
are Center, in Wu dertagesstätte Kö Date: 17.03.2015									and finally, they find him.		
ttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 17.03.2015	No. 76	Boy (Tom)	4 years old	"Tom"	- Outdoors: in the forest	- Tom, himself - His friends,	- The place is the forest (the green shapes and lines	D: Red, Green, Olive green, Yellow	- Tom and his friends Carrick and Max are in the forest.	All the 3 drawings are connected	Experiences in drawings No. 76, No. 77, and No. 78:
elsladeı n Germ					- Indoors: in his	Carrick & Max	in the drawing represents the	R: Black,	- There are various	(there are various scenes	- Close interaction with
Köttels (In G					bedroom, at home		forest and its trees)	Pink	clouds in different colors in the sky.	of the same story). Tom, really	the nature and natural elements (e.g., going to the forest,
							- Many clouds (the red shapes in the drawing No.		- They play football in the forest.	cares about colors like the colors of the	playing soccer in the forest, and watching the clouds and the fire).
							76 represents the clouds)		- Also, his friends (Carrick and Max) come to his home and	clouds and colors of the fire (blue and	- Visual attraction like: - Being interested in the
							- A sidewalk (the black shape in the drawing)		they play football together in Tom's bedroom.	red). He likes red and blue (same	colors for example colors of the fire which are red and blue (see drawing No.
										as the colors of the shirt that he has worn).	77) Drawing the clouds in different colors including red, orange, blue, brown,

	No. 77	Boy	4		- Outdoors: in	- Tom, himself	The fire	D: Red	He likes the fire	and purple (see drawing
		(Tom)	years old	"Tom"	the forest			The color that	because of its color	No. 78).
		(,			- His friends,	(Probably it is in	is invisible in	which is red and blue	
					- Indoors: in	Carrick & Max	the forest).	the drawing	(same as the colors of	- Socialization and being
					his bedroom,		-	but	his shirt).	with his friends
					at home			interesting for	He said he really likes	(e.g., inviting his friends
>								him is blue.	red and blue.	over, playing with his
lan .										friends and spending time
e.V								Colors of the		with them both at home
99 0								fire are Red &		and outside).
Center, in Wuppertal, Germany agesstätte Köttelsladen e.V.) e: 17.03.2015								Blue.		
ert										- Physical Play; Playing
bb tte								Tom said that		Game-with-rules; Social
Μυ Kö 15								he likes the		Play
enter, in Wu gesstätte Kö 17.03.2015								colors of the		(e.g., playing soccer with
er, tät 03.								fire that are		his friends in the forest
nte ess [7.								blue and red		and at home).
Ce : 3								same as the		
Care Ce dertag Date:								colors of his		- Interaction with the four
								shirt.		elements of the nature
ttelsladen Day Care Center, in Wuppertal, Germal (In German: Kindertagesstätte Köttelsladen e.V.) Date: 17.03.2015										including earth, fire, air,
n [No. 78	Boy	4			- Tom, himself	-Colorful clouds	D: Red,	He shows the clouds	and water
l ge		(Tom)	years old					Orange, Blue,	in different colors:	(e.g., enjoying watching
Sla						- His friends,	-Various clouds in	Brown	red, orange, blue,	the fire, the clouds, and
ite In						Carrick & Max	different colors:		brown, and purple	the sky; and interaction
Köttelsladen Day Care (In German: Kindert							purple, orange,	R: Purple,	clouds.	with the ground in the
_							blue, brown, and	Black		forest like playing soccer
							red clouds.			or walking on the grass).

	No. 79	Girl	5	-	- Daytime	- Hani, herself	- The sky	D: Pink, Blue,	- Hani and her cousin	- Travelling to an
	140. 73	(Hani)	years old		,	,	, ,	Green, White	(Kani) are in a fantasy	interesting destination or
		(Halli)	years ord		- A fantasy	- Her cousin	- The clouds		land where	land
					place/land		1110 010 010	R: Skin color	butterflies live; it is	(e.g., being in a fantasy
					which is	- The	- The butterfly	K. Skiii coloi	called 'Land of	world/land which is called
					called 'Land	butterflies	- The butterny		Butterflies'.	"the Land of Butterflies").
					of Butterflies'.	butterines	- The grass		butternies.	the Land of Butternies j.
					of butterines.		- The grass		- They could access	- The fantasy (imaginary)
					(this land is		- Hani, herself		this land by opening	activities and magical
					behind the		(invisible in the		the door of a heart.	experience
					door of a		drawing).		the door or a neart.	-
					heart; it is		urawing).		Hani is fallowing a	(e.g., entering the Land of
					<u> </u>				- Hani is following a	Butterflies by opening the
					inside a heart)		- Her cousin, Kani		butterfly.	door of a heart; following
							(invisible in the			the butterfly on the
							drawing).		- She and her cousin	rainbow; and finding a
>									follows the butterfly	glass jar with a shiny
							- The rainbow		on the rainbow	rainbow ribbon inside).
ern 9.V							(invisible in the		(probably they can	
Ge n e							drawing).		walk on the rainbow	- Exploration, finding
al, de									in this land).	interesting and favorite
ert							- A gift which is a			things, and gaining
ppe tel							jar with shiny		- Hani and Kani find a	rewards
Vu _l Köt .5							ribbon (invisible		jar with a shiny	(e.g., finding a glass jar
۷ ر e ا							in the drawing).		ribbon. It is a gift.	with a shiny rainbow
', ii ätt 3.2										ribbon inside in the Land
teı sst 7.0									There is a rainbow	of Butterflies).
en ge: 17									ribbon inside that.	of Butterflies).
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 17.03.2015										- Make-believe Play;
Car nde Da										Dramatic Play
ıy (Kin										(e.g., being in the Land of
Di n:										Butterflies with her cousin
en na										is like playing an
lad eri										imaginary dramatic play
elsl G										with her: accessing the
it E										Land of Butterflies by
Κċ										•
										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).
										- 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).

No. 80	Girl	5	"Lisa and	- Participating	- Her mother	- Her mother	Yellow, Blue,	Lucy and her mom	She described	- Family-oriented
	(Lucy)	years old	Marmitsch"	in a wedding	(Lisa)		Black, Pink	are going to her	both drawings	experiences
				in Düsseldorf	- Lucy, herself	- A heart-shaped		grandfather's	together. They	(e.g., going with her mom
				(it is her	- Her	crown on her		wedding in	belongs to each	to her grandfather's
			(Lisa is Lucy's	grandfather's	grandfather	mother's hair		Düsseldorf.	other.	wedding).
			mother).	wedding).	(Gert)			The wedding has		
						- The rainbow		been arranged in		- Socialization;
				- It seems it	(it is her			Düsseldorf since it is	*Lisa has cut	Celebration and Getting
				has been	grandfather's	- The sun		cheaper than	the edges of	Together (e.g., going to
&				arranged in	wedding)			Wuppertal (as Lucy	her drawings	the grandfather's weddir
				an outdoor		- The sky		said).	(the sheets of	with her mom which has
				environment				Drawing No. 80,	paper) and	been arranged in a greer
				like in a		- A big pink heart		shows Lucy's mother	designed them	open environment in
				garden.		that represents		(Lisa).	this way like	Düsseldorf).
						the wedding of		Lisa has put on make-	the wedding	,
						her grandfather.	D: Pink, Red	up. She has a heart-	invitation	- Close interaction with
						J. J. G. anianathien	R: Purple	shaped crown on her	cards. She said	nature and natural
No. 81							3. 6.0	hair.	that in the	elements (e.g., going to
									wedding every	wedding which has been
								*Lisa has cut the	guest had the	arranged in a green oper
								edges of her drawings	wedding	environment and
								(the sheets of paper)	invitation card.	interacting with the
									invitation caru.	natural elements like
								and designed them		
								this way like the		watching the rainbow,
								wedding invitation		sun, and sky).
								cards. She said that in		
								the wedding every		- Close interaction with
								guest had the		the animals, birds, and
								wedding invitation		insects
								card.		(e.g., going to a wedding
										which has been arrange
								Lucy likes butterflies,		in a green open
								caterpillars, snails,		environment and
								ants, and bees.		interaction with the
								There is honey		insects like the butterfli
								outside (in the		caterpillars, snails, ants,
								wedding).		and bees).
								The ants have made		
								it and left that there.		- Visual attraction, desi
										fashion, and luxury (e.g
										designing the wedding
										invitation cards; putting
										on the make-up; putting
										on a crown; using heart
										shaped pattern)
										- Money-oriented
										experience
										(e.g., arranging a weddir
										party in Düsseldorf;
Ī	I				1		1	1	İ	i · · · · · · · · · · · · · · · · · · ·

	No. 82	Girl	5	Weather:	- Jenni,	- An open green	D	- Going out with her	- Socialization; Travelling
	1.0.0	(Jenny)	years old	Sunny	herself,	space	(Respectively:	family and her friend	to an interesting
		(**************************************	, , , , , , , , , , , , , , , , , , , ,		- Her mom,		Green, Pink	to an indoor	destination (going to an
				- When:	- Steffi (her	- Jenni, herself		playground, in	interesting public place):
				Daytime	friend)		R: Yellow	Wuppertal, called	(e.g., going out with her
					- Her dad,	- Her mom		'Upsalla Kinderwelt'.	family and her friend:
				- Where: in a	n				going to the "Upsalla
				indoor		- Steffi		- Playing in 'Upsalla	Kinderwelt" which is an
				playground,		(her friend)		Kinderwelt' like	indoor playground in
				in Wuppertal				jumping on the	Wuppertal).
l Vi				which is		- Her dad		trampoline.	
_ m				called					- Family-oriented
ttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 17.03.2015				'Upsalla		- The grass		- Jenni and her family	experiences
l, G				Kinderwelt'.				eat there for example	(e.g., going out with her
rta lac						- The butterflies		they eat fried	family and spending time
pe els				(In English:				potatoes and chips;	with them; eating with
nb cit				Upsalla World	I	- The sun		and for dessert, they	her family in the "Upsalla
- W - W - W - W - W - W - W - W - W - W				of Children)				eat slushy (flavored	Kinderwelt").
in , in itte						- An indoor		ice) and popcorns.	
are Center, in Wu dertagesstätte Kö Date: 17.03.2015				She has		playground in			- Playing and interaction
ent ges 17				drawn a		Wuppetal, called			with the playing
e C				green open		'Upsalla			equipment, elements,
ard dei Da				space but she		Kinderwelt'			toys, and settings
Köttelsladen Day Care (In German: Kindert Dat				talked about		(invisible in her			(e.g., going to the "Upsalla
Da				an indoor		drawing).			Kinderwel" and using play
en				playground;					equipment like jumping
ad				maybe the					on the trampolines)
				open space is					
tt				near the					- Physical Play; Social Play
K:				indoor					(e.g., jumping on the
				playground.					trampolines with her
									friends).
									- Eating outdoors
									(e.g., eating fried
									potatoes, chips, flavored
									ice and popcorns in the
									"Upsalla Kinderwel" which
									is an indoor public
									playground in Wuppertal).

Place & date of creative	Reference no. of the drawing	About the (participa in creative se	ant	(explo			about the child's he child about th	•	story earching in the draw	ing)	Interpretation and categorization
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/st ory	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).

	No. 84	Boy	4	"Latzerunka"		- Tom, himself	- The apples from	D: Purple, Red	In his	It was like	- Socialization
		(*Tom)	years old			- His brother	another planets		imagination/story:	getting	(e.g., getting together and
				It is just a	Where:	- His friends	which are in	R: Yellow,		involved in a	playing with his friends).
		(The sign *		fantasy name	on the earth,	including:	different colors:	Green	-Tom wants to eat an	socio-	
		shows that it was		(without	in the space,	Carrick,	the purple apples,		apple. He flies into	dramatic play	- Travelling to a fantasy
		the second time		meaning) that	and on the	Mallik, Yussuf	the pink apples,		space (toward another	in his	world/destination;
				he invented and	other		the red apples,		planet) and eats an	imaginary	Imaginary experiences
		that he		gave to his	planets.		the yellow apples,		apple.	world (in his	(e.g., going into space like
		participated in		drawing (to his			and the green		-Then, he flies into	mind).	an astronaut; observing
		Creative Session)		created/invente			apples.		earth and opens his		the planets which explode
				d space in his					mouth and eats the		and fall to the earth;
				drawing).			-Space		apple up rapidly.		eating the apples that have grown in different
							-Tom, his brother,		-The apples (in that		planets and are in
							and his friends		planet) are in different		different colors like purple
_									colors like purple		apples; pink apples; red
an (-The earth		apples; pink apples;		apples; yellow apples; and
E >									red apples; yellow		green apples).
Ge J e									apples; and green		
der der									apples.		- Physical Play
sla											(e.g., playing with the
pp6 tels									- The planet explodes		colorful apples that have
Vul (öt									and falls down on the		grown in different
n V ie k									earth. The apples (of		planets).
r, i ätt 7.2									that planet) also fall		
laden Day Care Center, in Wuppertal, Germany erman: Kindertagesstätte Köttelsladen e.V.) Date: 08.04.2015									down on the earth.		- Sense of freedom,
Cel											exploration, flying and
re erta ate									- Tom, his brother and		being in the high place
යි දි <u>ල</u>									his friends throw the		(e.g., going into space,
Ağı									apples upwards (to		flying in space and
laden Day Care erman: Kindert: Date									space).		travelling to different
l ger											planets).
sla									- Then, they fly		
Köttelsl (In Ge									together to the space.		- Visual attraction
(öt (=											(e.g., being interested in
_									- After that, the planet		the colorful apples or
									explodes and falls to		apples in different colors –
									the earth (again).		which have grown in
									Then, the apples fall		different planets— and
									down (from the trees) to the earth.		playing with them).
											- Close interaction with
									- Then, they eat all the		the nature and natural
									apples –which are in		elements
									different colors—		(e.g., flying in space;
									together.		throwing and eating the
											apples that have grown in
											different planets).
											- Sense of curiosity,
											freedom, and exploration

				(e.g., flying and
				exploration in space).
				- Frightening experiences
				and Adventure (horror and excitement)
				(e.g., traveling to other
				planets in space;
				observing the exploding planet).
				pianet).
				- Risk-taking Experiences
				(e.g., eating the colorful
				apples that have grown in other planets).
				- 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).
				- Destroying; Explosion
				(e.g., observing the planet
				which explodes and falls
				into/on the earth).

	No. 85	Boy	5	"Fußballplatz"	Where: in	- Gabriel,	- A big cave in a	D:	He sleeps in the cave.	- Being indoors; Being
	140. 05	(Gabriel)	years old		the nature,	himself	green space, in	Green, Yellow	He also plays football	outdoors
		(Gabilei)	years ord	(In English:	in a secret		the neighborhood	,	in the cave.	(e.g., being in a cave in a
				Soccer field)	cave.		of his	R:	He feels good being in	garden).
				Soccer new,	cave.	(he said that	kindergarten.	Brown	the cave.	
						he is alone)			He has made himself	- Close interaction with
							- Gabriel		invisible to others.	the nature and natural
									No one can see me.	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
l m										playing there alone with
erma e.V.)										his soccer ball; making himself invisible –in a
D e										cave— so as not to be
ertal										seen by others).
uppe										- Sense of privacy and
× Ki										having one's own space
are Center, in Wu Jertagesstätte Kö Date: 08.04.2015										(e.g., finding a cave in the
er,										garden, considering the
ess 08,										cave as his secret and
Ce ag e:										private place, hiding there
are ert										alone and making himself
l a a										invisible so as not to be
Day n: Ki										seen by others).
elsladen Day Care Center, in Wuppertal, Germany n German: Kindertagesstätte Köttelsladen e.V.) Date: 08.04.2015										- Fantasy or magical
										experiences
ا te										(e.g., making himself
Kötte (In										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).
										,
<u> </u>	1	<u> </u>	I		1	[1	1	1	

	No. 86	Girl	5	"Blumenplatz"	Weather:	- Hani, herself	- A green garden	D: Green,	- Hani and Lucy play	(The sign *	- Being indoors
		(*Hani)	years old		Sunny	- Lucy		Red, Blue	Tag in the garden.	shows that	(e.g., spending her time
		()	,	(In English: field		(Hani's best	- The flowers and		One chases the other	it was the	with her friends at home).
				of flowers)	When:	friend in	grass	R: Yellow,	one in order to catch	second time	·
		/The sign *		-	Daytime	kindergarten)		Black	or tag her.	that she	- Being outdoors
		(The sign *					- Two girls that		_		(e.g., going to a garden
		shows that it was			Where:		are Hani and Lucy		"Tag" is	participated	near her house).
		the second time			1) Outdoors,		(her friend in		a game involving two	in the	-
>		that she			in a garden		kindergarten)		or more players'	Creative	- Physical Play
an		participated in			of flowers.				chasing other players in	Session)	(e.g., playing "Tag"—
₹ > :		the Creative			2) Indoors, at				an attempt to "tag"		chasing and tagging each
Ge J e		Session)			Hani's				and mark them out of		other).
al, de		,			house.				play, usually by		,
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 08.04.2015									touching with a hand.		- Using, interacting, and playing with the play
տսի e Köt: :015									- Lucy must catch Hani.		equipment, elements, toys, and settings
-, ir ätt 4.2									- They eat noodle		(e.g., playing with the
itei sst 8.0									together and feel		Barbie dolls, with her
cen tage:									super.		friend at home).
Care Ider Dat									- Hani enjoys being		- Socialization; Getting
Αğ.									with Lucy and playing		together with her friends
ا ر ا									with her outside.		(e.g., inviting her friend
l ger									Because they are good		over, playing with her
Sla Ser									friends and spending		friends, and invitingeating
n C									their time (playing)		together).
									together in the		
									beautiful garden is		- Eating (e.g., eating
									interesting.		noodle).
									- After playing, they go		
									to Hani's house and		
									they play in her room.		
									They play with Barbie		
									dolls.		

No. 87	Girl	5	"Upsalla"	Where:	- Jenny,	In Upsalla	She plays "Tag" with	Some part of	- Being in an indoor
	(*Jenny)	years old	4	in an indoor	herself and	Kinderwelt	her friends.	her story	playground
			(It is the name of	playground	her friends	but outside:		seems	(like "Upsalla Kinderwelt"
	(The sign *		an indoor	in	Lucy, Anija,	Herself	"Tag" is	irrelevant to	in Wuppertal).
	shows that it was		playground in	wauuperatl,	and Hani.	(Jenny) and	a game involving two	her drawing.	
	the second time		Wuppertal).	called		her friends	or more players'	The reason	- Socialization and gettin
	that she			"Upsalla	-	Lucy, Anija, &	chasing other players in	is, Jenny's	together
				Kinderwelt"		Hani	an attempt to "tag"	drawing has	(e.g., celebrating her
	participated in						and mark them out of	been	friend's birthday in a
	the Creative			(In English:		Mallik,	play, usually by	influenced by	public place like the
	Session)			Upsalla		The soccer	touching with a hand.	other child's	"Upsalla Kinderwelt"
				World of		goals,		story; but	which is an indoor playin
				Children).		Ball,	They are all in "Upsalla	during the	space; eating together).
						Grass,	Kinderwelt" (an indoor	communicati	
						Sun,	playing space).	on phase,	- Eating
						Colorful		she revealed	(e.g., eating pizza with h
						circles that	They celebrate Anija's	her	friends).
						she said they	birthday in 'Upsalla	enjoyable	
						are suns.	Kinderwelt'.	day which	- Physical Play; Social Pla
							The eat pizza together.	was in	(e.g., playing "Tag" with
								'Upsalla	her friends in an outdoor
							Driving car with her	Kinderwelt'.	space).
							cousin Garry is really		
							enjoyable and makes		- Interacting playing wit
							fun.		play equipment, play
									elements, toys, and
									settings
									(e.g., playing with playir
									equipment "Upsalla
									Kinderwelt" like driving
									children's car with her
									cousin and jumping on
									trampolines).

Place & date of creative	Reference no. of the drawing	About the (particip in creative s	ant	(explor			bout the child's ne child about th	_	story earching in the drawing	g)	Interpretation and categorization
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/st ory	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	Addition al key points	Representative theme or higher-level experience (key experience addressed as the representative for a group of relevant experiences)

	No. 88	Boy	4	-	Where:	- Aymen,	- Aymen, himself	D: Blue, Ochre	- Eating an ice-cream.	- Being independent
		(Aymen)	years old		his own	himself			- He is with his girlfriend	In his story, he does and
					house		- His girlfriend	R: Orange	(Volkin) at his own home.	conducts all the activities
						- Spider-Man	(Volkin)		He already knows that	alone like an adult:
									girl (probably she is a	- Having his own house
						- Superman	- His hero and his		friend in kindergarten).	(a big house)
							imaginary friends:		- They can cook in the	- Having a lot of money
						- His girlfriend	Spider-Man and		kitchen of Aymen's home.	(in the bank)
						(Volkin)	Superman		- Aymen lives alone in his	 Going alone for
									house. He has no fear of	shopping or a walk
									living or being alone.	- Having a girlfriend
							- His own house		- Spider-Man is also in his	- Cooking in his kitchen
							(Aymen's house)		house.	- Eating out alone at
									- He likes being alone.	restaurants
٨							- The kitchen		He eats at his house when	
naı '.)							(of his house)		he is alone.	- Luxury; Sense of power
err e.V									- He has a lot of money;	and control
ğ u							- Foods and		he goes out for shopping;	(e.g., being really rich;
tal,							snacks		then comes back to his	having deep interest for
Isla									house—which is new—	being outdoors and money-
ipp tte							- His bank		and eats the food that he	oriented experiences like
Wι Κö 15									has bought.	shopping and eating).
in te 20							- Toys "R" Us		- Then again he goes out;	
er, tät 04.									he goes to 'Toys "R" Us'	- Make-believe Play;
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015							- McDonald's		(a leading kids store) and	Dramatic play
Ce age e: 1							Restaurant		buys toy cars and many	(e.g., making an intimate
ert ert									other toys.	friendship with Superman
g g a							- The Bookshop		He does and conduct all	and Spider-Man –that are
ay Ki							-		the activities	his imaginary companion—
n D an:									independently (alone).	playing with them, and
de Tig									At home, he plays with	going out with them).
sla									Spider-Man with the toys.	
tel n (They also play the Game	- Experiences and
(öt									of Garbeld	characters influenced by
~									- He goes to a bookshop	the cartoons, cartoon
									and buys lots of story	characters, movies,
									books.	computer games or story
									- Then, he sleeps at	books
									home.	(e.g., spending time with
									- He looks at an Easter	super heroes like Spider-
									Bunny (Osterhase).	Man and superman)
									It is behind him and it can	, ,
									jump.	- Being outdoors
									He does not like the	(e.g., going to Toys "R" Us,
									bunnies so much because	going to McDonald's, going
									they are big and they may	to a bookshop).
									damage his house; thus,	
									. 6	

	 	 T		
			he leaves the bunny	- Shopping
			outside the house.	(e.g., going to Toys "R" Us
			- He goes for shopping	and buying various toys like
			with a bag and also goes	car toys; going to a
			to McDonald's with his	bookshop and buying lots
			friend (Spider-Man).	of story books; buying the
			He eats fried potatoes	ice creams and food; eating
			with mayonnaise and	out at restaurants).
			ketchup.	
			In McDonald's, Aymen	- Eating
			and his friend get/receive	(e.g., eating an ice cream;
			toys as gift; they receive	and eating fried potatoes
			Spider-Man there.	with mayonnaise and
			-He also has telephone in	ketchup at McDonald's).
 >			the house.	, , , , , , , , , , , , , , , , , , , ,
sladen Day Care Center, in Wuppertal, Germany German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015			At home, he spends his	- Sense of power, control,
£ >			time with his friends	and success
sladen Day Care Center, in Wuppertal, Germa German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015			Spider-Man and	(e.g., being rich; having lots
اا, (الا عاد را			Superman.	of money; being able to
lac lac				buy whatever he wants,
els:				interacting with
/uk ött				superheroes like Spider-
≥ × × × × × × × × × × × × × × × × × × ×				Man and Superman).
, in itte				Widir dila Sapermany.
are Center, in Wu dertagesstätte Kö Date: 14.04.2015				- Attracting attention;
en ges				Being popular; Being
e C tag				famous and powerful
ard der Da				(e.g., interacting and
li v				spending time with
D 3				superheroes like Spider-
en Jar				Man and Superman; being
ade Lu				really rich; having a big
<u> </u>				house).
Köttel (In (nouse).
Š				- Being surprised;
				Receiving gifts or reward
				(e.g., receiving a Superman
				figure; or meeting
				Superman –his imaginary
				companion/friend— at
				McDonald's).
				- 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).

	N - 00	Cirl			1 -	- Alina,	- Alina and her	D:	Alina with four of her	The	- Being outdoors in the
	No. 89	Girl	5	"Strand"	Weather:			Blue, Yellow	friends are on the beach.		_
		(Alina)	years old		Sunny	herself (that	friends	blue, reliow		drawings	natural environment
				(In English: the		is on the			Alina is the one on the	No. 89 &	(e.g., being at the
				beach)	When:	beach in the	Alina is with five	R:	left side on beach.	No. 90	beach/sea).
					Daytime	drawing).	children.	Red, Brown,	Lucy (one of her friends)	are	
							Alina and 4 of her	Purple, Black	is swimming in the water	relevant.	- Socialization
					Where:	- Lucy (Alina's	friends are on the		(sea) while other children		(e.g., going to the beach
					outdoors, at	friend who is	beach while one		are watching her from the		with her friends).
					the	swimming in	child (Lucy) is		beach.		
					beach/sea	the sea).	swimming in the		Lucy also dives		- Water-based amusement
							sea (Lucy is in the		under/into the water.		and experiences
						- Other	water in the		Children are looking at		(e.g., swimming in the sea;
						friends (4	drawing).		Lucy.		and diving into the sea).
>						children) who			After Lucy, it is Alina's		
au (are on the	- The beach		turn for swimming in the		- Exploration and leaning
£ >.						beach with			water.		in the nature
Ge l						Alina.	- The water (sea)				(e.g., being at the
rtelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015							(553)		Each child swims in the		beach/sea, playing there
rta lac							- The sun		sea in turn while other		and exploring the nature).
els e							line sun		children –who are on the		and exploring the nature).
up itt									beach—watch and		- Close interaction with the
× Ki									observe her.		nature and natural
in tte									observe her.		elements
er, stä .04											
ess ess 14											(e.g., going to the beach;
e: :											swimming in the water;
are Center, in Wu dertagesstätte Kö Date: 14.04.2015											and diving into the sea).
l S bu											
) ay											- Physical Play
n D											(e.g., swimming in the sea;
g ü											diving into the sea).
sla Ser											
l e le											- Sense of caring for others
Köti (1											(e.g., each child swims in
Y											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).

	No. 90	Girl	5	"Strand"	When:	- Alina,	- A route along	D: Yellow,	Alina is with her mom at	The	- Family-oriented
	NO. 30	(Alina)	years old	Strana	Daytime	herself (in	the beach.	Black	the beach.	drawings	experience
≥		(Aiiiia)	years old	(In English: the	Place:	visible in the	There is a	Diagn.		No. 89 &	(e.g., going to the
Germany en e.V.)				beach)	Outdoors, at	drawing)	marked-out black		There is a route along the	No. 90	beach/seaside with her
E >:				Deach	the beach	arawing,	route on the		beach—the black	are	mom).
9 u					(on the rout	- Her mom	beach.		marked-out area.	relevant.	
enter, in Wuppertal, G esstätte Köttelsladen 14.04.2015					along the	(invisible in			marked out a car	. Cicranti	- Physical Play
Isla					beach).	the drawing)	- Alina, herself (in		She rides bicycle on the		(e.g., bike riding/cycling).
lpp tte					2000,.	and an arring,	visible in the		black route while her		(6.8.) Since Harris, 67 6
Wι Kö 15					There is a		drawing)		mom stands aside on the		- Exploration in the nature;
in te 20					route along		,		sand (the yellow area).		Close interaction with the
er, tät 04.					the beach—		- Her mom		, , , , , , , , , , , , , , , , , , , ,		nature and natural
Center, in agesstätte e: 14.04.20					the black		(invisible in the				elements
Ce age ::					marked-out		drawing)				(e.g., riding a bicycle on the
Care Condertage					area.		<i>O,</i>				route along the beach/sea
l in diagram											or walking and playing on
کو: : Ki											the beach).
an a											·
Köttelsladen Day Care Center, in (In German: Kindertagesstätte Date: 14.04.20											- Using, playing, or
Isla Ge											interaction with play
말											equipment, elements,
Kö Kö											toys, or settings
											(e.g., riding a bicycle on the
											beach).

	No. 91	Girl	5	"Alina"	Weather:	- Elif, herself	- Elif, herself and	D: Red,	Elif is at home.	- Being indoors
		(Elif)	years old		Sunny		her sister, Ella	Orange	She is taking a bath with	(e.g., spending time at
		, ,		(name of Elif's		- Her sister,	(they are at home,		her sister, Ella.	home).
				friend)	When:	Ella	in the bathroom).	R: Yellow	They sit in the bathtub	
					Daytime				and play with their dolls	- Family-oriented
_							- The sun (she has		(in the water).	experience
an'					Where:		drawn it with			(e.g., playing with her sister
₽ ≥:					Indoors, at		eyes, nose and			at home).
Ge Ge					her home		mouth).			
der der					(playing in					- Water-based amusement
slac					the		- Elif's home			and experiences
p c tels					bathroom)					(e.g., taking a bath with her
Vul ÖÜ							Their home has			sister and playing in the
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015							two garages. One			bathtub with their dolls).
-, ii ätt 4.2							garage is on the			
ite sst 4.0							right side and the			- Miniature Play Scenes
Seg ge: 1,1							one, is in front of			(Small World Play);
Care Codertag							the building.			Socio-dramatic play
g e g							There is a car in			(e.g., playing in the bathtub
Kin							the garage that is			with her sister and her
ت ث							on the right side			dolls in the bathroom at
len na							but the other			home).
lad eri							garage is not			
els G							used; because it			- Playing with the play
							has been			equipment, elements,
¥							damaged.			toys, or settings
										(e.g., playing with her doll
										in the bathtub).

Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015	No. 92	Girl (Elif)	5 years old	"Hanna" (name of her teacher)	Weather: - When: - Where: In the swimming pool	Main Character: Elif, herself Secondary Character: Her sister, Ella and her mom	- A swimming pool - Elif, herself - Her sister and her mom (they are invisible in the drawing)	D: Blue R: Red, Black	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.	- 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).
Kötte (In	No. 93			-	-	-	-	-	The drawings No. 93 & No. 94, have been drawn on the back sides of the sheets and Elif did not talk about them.	-
	No. 94			-	-	-	-	-		-

	No. 95	Boy (Altin)	6 years old	"Fußballplatz"	Weather: -	Main Characters:	- A house (their family house)	D: Green	Altin is in his bedroom, at home. His younger brother (Efe) goes to his	- Being indoors (e.g., being at home;
		(Aitiii)	years old	(in English: the	When: -	Altin and his	iaiiii, iioaso,	R: Blue	room; they watch Ninjago on TV.	watching the TV and
				Soccer Field)		younger	- Different	2100	listing that the same of the s	playing with his brother in
				700001110101,	Where:	brother (Efe)	windows that	Very limited:	After a while, his older brother join	his bedroom).
					Indoors; his	(2.5)	represent	Brown	them in the room and they eat	
					home.		different rooms		popcorn together which their mom	- Family-oriented
\						Secondary	of the house, for		has made (prepared).	experiences
⊓ mai (-)						Characters:	example Altin's			(e.g., being at home;
err e.						His older	bedroom and		Then, Altin turns off the TV and plays	watching the TV and eating
, G						brother and	Efe's bedroom		soccer with Efe. Altin wins 2-0.	popcorns with their
tal						his mother	(they are both			brothers; and playing
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 14.04.2015							upstairs).		Altin's dad is at work.	soccer with his younger
ld bit										brother).
W W KG							- Family members			
in , in tte							that are at home			- Physical Play; Social
er, stä .04							include: Altin, his			Game
ent ges 14							younger brother			(e.g., playing soccer with
tage te:							(Efe), his older			his younger brother at
are der Da							brother, and his			home).
y Cinc							mom.			
Da X X							His dad is at			- Eating
en Jar							work.			(e.g., eating popcorns while
ad ad										watching the cartoon with
										his brothers).
jte										
K:										- Watching cartoons on TV
										(e.g., watching Ninjago on
										the TV in his bedroom).
										Canada of Canada and the canada and
										- Sense of Competition,
										Power, and Success
										(e.g., winning the soccer
										match two-nil).

Place & date of creative	Reference no. of the drawing	About the (participa in creative se	ant	(expl	ored throug		n about the child the child about	_	d story searching in the draw	wing)	Interpretation and categorization
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/st ory	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).
Köttelsl (In Ge	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).
	No. 98	Boy (Mehmed)	4 years old	-	-	-	-	-	The drawings No. 98 & No. 99, have drawn on the back sides of the sheet Mehmed did not talk about them.	
	No. 99	-		-	-	-	-	-	_	-
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015	No. 100	Girl (Leila)	4 years old	"Sommer" (In English: the Summer)	Weather: Sunny When: Daytime Where: First at home; then, outdoors in a playground and in the forest (or park)	- Leila, herself - Her brother (invisible in the drawing)	- A house - A door - A flower - A tree - A Butterfly - A bird - The sun - The sky - A meadow - The tadpoles	D: Green R: Brown, Yellow Limited: Blue, Black	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	- 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). - Holding a party and celebration (e.g., holding a birthday party; celebrating his brother's birthday at home). - Eating (e.g., eating his brother's birthday cake with her family). - Being outdoors (e.g., going to an outdoor public playground for playing or to a forest for a walk and exploration
									are tadpoles. After spending their time for a while in the forest, dad drives them to somewhere else.	in the nature). - Close interaction with the nature and natural elements; close interaction with the animals, birds, or insects

											(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

					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).
					- 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).
					- Horror and risk-
					taking experiences
					(e.g., the story of wild
					animals in the nature
					and their lives and
					interactions).
					- 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).

Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015	Boy (Rooney)	5 years old	"Bulo" (It is just a fantasy name)	When: - Where: In an outdoor play are (outdoor play area/playground) Place: outdoor play area/playgro und	- Rooney, himself - His family, his close relatives, and his friend including his mother, 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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	No. 103	Boy	5	"Sommerferien"	Weather:	- Gabriel,	- An urban	D: Orange		The sign *	his aunt's home in Wuppertal and visiting his aunts, his uncle, and his cousin). - Being outdoors
ittelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015	NO. 103	(*Gabriel) The sign * shows that it was the second time that he participated in the Creative Session.	years old	(In English: the summer vacation)	Sunny When: Daytime (on summer vacation) Where: Outdoors, in an outdoor playground or an urban environment with the play equipment.	himself	environment with playing equipment (or an outdoor playground) - Gabriel, himself - A slide (play equipment) - The suns and 2 circles - The shapes of a cross - A rainbow	R: Green, Blue, Red, Brown		shows that it was the second time that he participated in the Creative Session. He did not describe his drawing that much; he just mentioned the name of the drawn objects.	(e.g., playing in an outdoor playing space in a sunny day on summer). - 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). - Interaction or playing with play
Köttelsladen Day Care (In German: Kindert Dat	No. 104			"Sommerferien" (In English: the summer vacation)	Weather: Sunny When: Daytime (on summer vacation) Where: In an outdoor environment	- Gabriel, himself (invisible in the drawing) He did not talked that much and did not described the experiences on his day.	- The sun (the green-blue circle in the drawing) - A rainbow - Gabriel (invisible in the drawing)	D: Green, Blue R: Red, Orange, Yellow Very limited: Black, Ochre, Brown	-	teacher asked him what is he doing in his great day? He just answered "I do not know".	equipment, elements, toys, or settings (e.g., playing on a slide in a playground).

	1	1 _		1		T .	1-1-6	I		
	No. 105	Boy	5 -	Weather: -	- Willis,	- A cave	Blue, Green,	He is with his mom in	He did not	- Being indoors
		(Willis)	years old	200	himself		Orange,	the kitchen and they	describe his	(e.g., being at home
				When: -		- A rocket	Brown,	cook.	drawing that	with his mom).
				NAME OF THE PARTY	- His mom	- 1	Yellow	I I I I I I I I I I I I I I I I I I I	much; he just	e
				Where: in		- Their kitchen at		He just talked about the	mentioned the	- Family-oriented
				the kitchen,		home		cooking experience in	name of the	experience
				at home.				the kitchen (with his	drawn objects.	(e.g., cooking and
						- In kitchen, there		mom) and then		eating in the kitchen;
						are bottles for		watching TV.	He mentioned	watching TV at home).
						beverage.			the name of	Cooking and seting
						The TV			some objects	- Cooking and eating
						- The TV			like a cave and a	in the kitchen with his
<u> Y</u>						- Some numbers			rocket, but he did not	mom
m (.)						and shapes			mentioned any	
e.						and snapes			experiences	- Watching TV at
l, G len									relevant to	home
rta ad									them.	Home
pe els									them.	
, rt p									He talked about	
× Ki									the cooking	
enter, in Wu esstätte Kö 27.05.2015									experience in	
ler stä .05									the kitchen	
ent ges 27									(with his mom)	
e C tage									and watching	
Care Ce dertag Date:									TV.	
Köttelsladen Day Care Center, in Wuppertal, Germany (In German: Kindertagesstätte Köttelsladen e.V.) Date: 27.05.2015										
n: h	No. 106	Boy	5 -	Weather: -	- Willis,	- A house	D: Red	He showed a place,	He did not	- Playing with the play
na ma	110. 200	(Willis)	years old		himself	(their house)		outside the home	describe his	equipment, elements,
lad		(======	, , , , , , , , , , , , , , , , , , , ,	When: -			R: Blue, Green	where there is a slide.	drawing that	toys, and settings
els G					- His mom	- A banana and		Children can play on the	much; he just	(e.g., playing with
				Where:		banana peel		slide.	mentioned the	monster figures at
2				Both, inside		·			name of the	home and playing on
				his home		- Toys		At home he plays with	drawn objects.	the slide in the
				and in the		(monster figures)		his toys like monster	_	outdoor playing
				outdoor				figures.		environment around
				environment		- An area around				his house).
				around the		the house which				
				house.		has a slide.				- Family-oriented
										experiences
										(e.g., spending his
										time with his family in
										the house and also in
										the outdoor
										environment).
	1	<u> </u>							l	chivitoninicht).

Place & date of creative	Reference no. of the drawing	(participa	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)								
session		Gender	Age	Name given by the child to the drawing	and weather in the drawing/st	Main characters in the story (either visible or invisible in the drawing)	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)

	No. 107	Boy (Tim)	7	"Fußball"	Weather: -	-Tim, himself	- A goal in the soccer field	D: Green, Orange	- He receives many gifts on Christmas Eve which	Some part of Tim's	- Being outdoors and socialization
		(Tim)	years old	/In English			soccer neid	Orange	are mainly from FC	drawing	
				(In English:	M/h a m		Time bineself	D. Dive Ded	Barcelona collection.	_	(e.g., playing soccer with
				soccer)	When:		- Tim, himself	R: Blue, Red,		and	his friends on the soccer
					On Christmas		(he is in the goal	Brown, Purple	He described them as	Florian's	field in an outdoor
					Eve; also, on		and plays as a		below:	drawing	environment or in the
					Easter		goalkeeper)		1) A Barcelona soccer	are similar	schoolyard).
					vacation.				shirt (jersey)	(for	
							- A Christmas tree		2) A soccer ball	example	- Visual attraction
					Where: Both		designed with the		3) A goal	the part	(e.g., a decorated
					outdoors		accessories		4) The FC Barcelona	which is	Christmas tree and an
					and indoors		(e.g., star shapes).		bed linen	about Christmas	Easter egg bush in an outdoor environment).
					Outdoors, in		- Many gift boxes		- His favorite soccer	Eve and	
					an open		around the		player is Messi and his	receiving	- Being interested in an
					environment		Christmas tree		favorite soccer team is	the gifts	especial occupation or
<u>ک</u>					like a park,		Giriotinus ti cc		FC Barcelona.	relevant to	skill; Physical Play;
la l					playground,					the soccer	Playing Sport; Game-
er					or school		- An Easter egg		- He plays soccer with his	play).	with-rules
nr (ur					yard		tree/bush (a bush		friends in the school and	p.ay).	(e.g., having deep interest
n Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 14.04.2015 (First Session)					which has		that is decorated		also in the playground.		for playing soccer
en Ssic					got a soccer		with the eggs).				professionally on a soccer
l dr See					field or goal		3 3 3 3 3 3 7		- Soccer playing is his		field; playing as a
e K							- A flower		favorite sport. He gets		goalkeeper).
i je					(there are a				involved in this sport		
ol, Iscl					Christmas		- A bush		professionally and		- Family-oriented
ho Ind					tree and an				participates in soccer		experiences; a family get-
3r. 3r. 34.					Easter egg				training course in		together
ary n: 0					bush/tree in				Wuppertal.		(e.g., celebrating especial
im na e: 1					the drawing						occasions like Christmas
Pr. err					as well)						Eve and Easter with his
hahn Primary School, in Wuppertal, Ge (In German: Grundschule Küllenhahn) Date: 14.04.2015 (First Session)											family and receiving gifts).
t = =					Indoors:						
Küllenk					Since there is						- Celebrating especial
\ <u>\</u>					a Christmas						occasions or holidays;
					tree with						being surprised; and
					gifts, in						receiving gifts: celebrating
					represents						Christmas Eve and Easter
					an indoor						with his family;
					environment						Opening and receiving
					as well,						gifts on the Christmas Eve;
					probably it is						receiving gifts like:
					his home.						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).

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	No. 108	Boy (Florian)	7 years old	"Heiligabend"	Weather: -	Main Character:	- A decorated Christmas tree in	It is Christmas Eve.	Some part of Tim's	- Being indoors (e.g., being at home on
		(Florian)	yearsold	(In English:	When: On	Florian,	the living room of	His parents are in the	drawing	the Christmas Eve and
				Christmas Eve)	Christmas	himself	his house.	kitchen and they are	and	celebrating that with his
				Cilistillas Evej	Eve	iiiiiseii	ilis flouse.	preparing the dinner.	Florian's	parents).
					LVC	Secondary	- There are many	preparing the uniner.	drawing	parents).
					Where:	Character: his	gifts around	Florian is on the sofa in	are similar	- Family-oriented
						father and	under the		(Christmas	-
					Indoors, in			living room.	'	experiences
					the living	mother (his	Christmas tree.	He is watching the	Eve and	(e.g., being at home with
					room, at his	parents).		Christmas tree. The gift	receiving	his family on the
					house.		- Florian, who sits	boxes are under that.	the gifts	Christmas Eve, having
							on the sofa	Also, he watches	relevant to	dinner with his family, and
								"Sandmännchen" on the	the soccer	celebrating that together).
							- The ceiling and	TV.	playing.	
							the lamps.			- Celebrating especial
an)								The gifts that he receives		occasions or holidays;
Ĕ							- The TV (invisible	on Christmas Eve		being surprised; and
Ger (ι							in the drawing)	include:		receiving gifts
l, C								- A new soccer ball		(e.g., celebrating
n Primary School, in Wuppertal, German: Grundschule Küllenhal Date: 18.09.2015 (First Session)							- Other invisible	- A soccer shirt (Bremen		Christmas Eve with his
pe llei sssi							things in the	team)		family and receiving gifts
up Kü Se							drawing: the	- A new car toy for his		like a new soccer ball, a
≪ e							kitchen, his	Carrera (car racing)		soccer shirt (the Bremen
in hu (Fi							parents who are	track.		shirt), the car toys and
ol, dsc 15							in the kitchen,			Carrera car racing track).
ho ho 20:							and the dinner			, ,
Sc Gru 39.3							table.			- Watching the TV
n: ((e.g., watching
ma nai										"Sandmännchen" on the
Pri err ate										TV).
enhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)										1 • 7.
ha (Ir										- Being a fan (of a team)
										(e.g., being a fan of
Küll										Bremen soccer team).
~										
										- 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).
										- Physical Play; Playing
										Sport; Game-with-Rules
										(e.g., playing soccer).
										(e.g., playing succei).
										- Visual attractions

				(e.g., the decorated Christmas tree in the living room).

		C:I		((C = - 1 : C -))	14/a - ±1	C:	Th	D. Dive	Che had almost section 1	Contable and a second
	No. 109	Girl	/	"Sea Life"	Weather: -	- Gizem,	- The sun	D: Blue,	She had already visited a	- Socialization; visiting an
		(Gizem)	years old		M/h a m	herself	The electric	Yellow,	Sea Life center (the big	interesting public place
					When:	Har man	- The sky	D. Croon	aquariums). 'Sea Life' is a chain of	(e.g., going to a 'Sea Life'
					Daytime	- Her mom	- A Sea Life center	R: Green,	commercial sea life-	center with her family and relatives: visiting the
					Where: in	- her dad	and its entrance	Pink, Skin		
					Sea Life	- ner dad		color, Orange,	themed aquarium	public aquariums and sea
						- Her cousin	(aquariums of sea	Red, Purple, Brown, Black	attractions.	animals).
					Center	- Her Cousin	animals).	brown, black	She went there with her	- Family-oriented
						- Her aunt	'Sea Life' is a		family (her father, her	experiences
						- Her aunt	chain of		mother, her aunt, her	
						- Her uncle	commercial sea		uncle, and her cousin).	(e.g., going out with her
						- Her uncle	life-themed		-	family and relatives, and
									She had really enjoyed	enjoying their time in the 'Sea Life' center).
							aquarium attractions.		her day and had a great	Sea Life Centery.
							attractions.		memory of that day in Sea Life center.	- Close Interaction with
h y									Sea Life Center.	the animals
l E									She had seen various sea	(e.g., going to a Sea Life
er (animals in the	center and watching the
l, 6									aquariums.	sea animals in the
rta Phi										aquariums like the
pe e									She described the	jellyfish, colorful fishes
Vup Kü Se									structure of the Sea Life	that shine in the darkness,
V N N N N N N N N N									center; the big aquarium	the shark, and starfish).
i, i, i									on the floor that is made	
n Primary School, in Wuppertal, German: Grundschule Küllenhal Date: 18.09.2015 (First Session)									of the glass.	- Water-based
chc 'ù n' 'j:25.										amusement, experiences,
V S 10.									She likes the experience	and activities
 lar an: 18									of being able to get close	(e.g., going to a 'Sea Life'
i i i i i i i i i i i i i i i i i i i									to the sea animal (that	center and visiting the
n P Gei Dat									are behind the glass) and	public aquariums; being
lah (In									watching them.	interested to learn about sea animals).
<u> </u>									She likes jellyfish and	, '
Küllenk									colorful fishes that shine	- Adventure and learning
_									(a little bite) in the	(e.g., going to a 'Sea Life'
									darkness.	center; watching the sea
										animals in the aquariums
									She mentioned the	and learning about them).
									experience of watching	,
									the shark, colorful fish,	
									jellyfish and starfish.	
									She likes the experience	
									of touching a starfish.	
									When the designer asked	
									her if she liked	
									swimming, she said yes.	
									She could lie on the	
										1
	L	1						1	1	1

			water; she was learning to swim.	

Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)	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)

Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)	Girl 7 (Charlotte) years	"Der Reiterhof" Old (In English: the horse riding arena or the equestrian field)	Weather: Sunny When: Daytime Where: In a riding arena; in a horse riding	The two individuals that are visible in the drawing include: 1. The riding teacher.	 The riding teacher Charlotte's friend that is riding the horse. A horse that her 	D: Red R: Green, Brown, Blue Limited: Black, Yellow,	The drawing depicts an equestrian club) with the riding stables and equestrian field. She is interested in going to a riding arena or	- Close interaction with the animals (e.g., going to a riding arena or an equestrian field; watching the horses; and horse riding).
nn Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)	(Charlotte) years	(In English: the horse riding arena or the	When: Daytime Where: In a riding arena; in a horse riding	that are visible in the drawing include: 1. The riding	- Charlotte's friend that is riding the horse A horse that her	Brown, Blue Limited:	riding stables and equestrian field. She is interested in going to a riding arena or	(e.g., going to a riding arena or an equestrian field; watching the horses;
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)		horse riding arena or the	Daytime Where: In a riding arena; in a horse riding	visible in the drawing include: 1. The riding	friend that is riding the horse. - A horse that her	Brown, Blue Limited:	equestrian field. She is interested in going to a riding arena or	arena or an equestrian field; watching the horses;
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)		arena or the	Daytime Where: In a riding arena; in a horse riding	drawing include: 1. The riding	friend that is riding the horse. - A horse that her	Limited:	She is interested in going to a riding arena or	field; watching the horses;
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			Where: In a riding arena; in a horse riding	include: 1. The riding	riding the horse. - A horse that her		to a riding arena or	_
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)		equestrian field)	In a riding arena; in a horse riding	1. The riding	- A horse that her		to a riding arena or	and horse riding).
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			In a riding arena; in a horse riding	_				
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			arena; in a horse riding	_		Black, Yellow,	oguactrian field There	
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			horse riding	teacher.			equestrian field. There	- Going outdoors; Going
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			_		friends is on that.	Orange, Pink	she can ride a horse and	to an interesting place;
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)							learn that.	Socialization
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			field; in an	2. Charlotte's	- A pony which is		She also watches the	(e.g., going to a riding
in Primary School, in Wuppertal, Germany German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			equestrian	friend who is	inside since it is		horse riders while riding	arena or an equestrian
in Primary School, in Wuppertal, Germar German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			land; or	riding the	ill.		and jumping over the	field with her family).
in Primary School, in Wuppertal, Gern German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			equestrian	horse.			obstacles on an	
in Primary School, in Wuppertal, G German: Grundschule Küllenhahn) Date: 18.09.2015 (First Session)			club.		- The spectators		equestrian field (or in	- Physical Play
in Primary School, in Wuppertal, German: Grundschule Küllenhal Date: 18.09.2015 (First Session)				Charlotte is			the riding arena).	(e.g., horseback riding;
in Primary School, in Wupperl German: Grundschule Küllenl Date: 18.09.2015 (First Sessio				invisible in	- The riding			playing soccer; playing
in Primary School, in Wupp German: Grundschule Küll Date: 18.09.2015 (First Ses				the drawing;	stables, and a		She has not been there	hide-and-seek).
in Primary School, in Wu German: Grundschule K Date: 18.09.2015 (First \$				it is her wish	riding arena		and has not experienced	
in Primary School, in V German: Grundschuld Date: 18.09.2015 (Fir				to be there	(an equestrian		riding yet but it is her	- Having adventures and
in Primary School, i German: Grundsch Date: 18.09.2015 (and riding a	field).		wish to go there for	learning new skills
in Primary Schoo German: Grund Date: 18.09.201				horse in a			riding the horse.	(e.g., going to an
in Primary Sch German: Gru Date: 18.09.2				riding field.				equestrian field: watching
n Primary German: G Date: 18.0							She is interested in	the horse riders while
in Prima German Date: 18				She is			riding a horse (horseback	riding and jumping the
Germ Date:				interested to			riding).	obstacles, riding a horse,
Ge Da				travel to that				and learning that—as a
				place with her			She also plays soccer,	new and enjoyable
(lu pa				family, since			'chasing' and hide-and-	experience).
				she is			seek with her friend(s).	
≝				interested to				- Close interaction with
보				experience				the nature and natural
				riding.				elements
								(e.g., riding a horse in a
								horse riding arena or an
								equestrian field).
								,
	II							

Place & date of creative	Reference no. of the drawing	About the (participa	ant	(explo	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							
session		Gender	Age	by the child to the drawing	Place, time, and weather in the drawing/stor y	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)	

	No. 112	Girl	8	-	Weather: -	- Helena,	- Helena	Black,	The drawing shows a	- Socialization and going out
		(Helena)	years old			herself.		Green, Pink,	hockey festival and	(e-g., attending a public
		,			When:		- Helena's friend (a	Blue, Purple	celebration held in a	celebration, the Hockey
					The	- Her friends	girl which is invisible		hockey club for its	Festival, held by the hockey
					celebration is		in the drawing).	Limited:	members especially	community for children in
					held during	- The DJ man		Skin color,	children.	an outdoor environment:
					the evening;		- A hockey club	Red	It has been organized	dancing, playing hockey, and
					it continues	- The hockey			and held in the hockey	making new friends there;
					till 12:00 a.m.	players and	- It is a hockey		club by its hockey	Spending time with her
						hockey	festival/celebration		community.	friend, and sleeping at her
					Where/	community.	that has been			friend's place).
					Occasion:		organized and held		Helena is a member of	
					In a public	-The people	in a hockey club by		hockey club and can	- Attending in a public
					celebration,	who have	its hockey		play hockey.	celebration and social event
					which is the	participated	community and			(e.g., attending the Hockey
					'Hockey Club	in the	members.		The celebration starts in	Festival, a public celebration
lu Vu					Festival';	celebration.			the evening and	held by the hockey
па					It has been		- A DJ to play the		continues till midnight.	community).
eri (held by the		music in the festival.			
_ ը, եր (-					hockey				Helena is with her	- Sociability: Attending the
'School, in Wuppertal, Ge Grundschule Küllenhahn) 9.2015 (Second Session)					community in		- An area with		friend. They dance till	Hockey Festival: it is a
per len					a hockey club.		colored lightening		midnight.	celebration with music, a DJ
Image Imag							for dancing			man, and a dance hall with
o e									There is an area for	colored lighting.
hu ja							- A portable kiosk		dancing and playing	
ol, dsc 5 (9							(which is a wagon)		music; it is equipped	- Physical Play; Social Play;
h chi							for buying drinks,		with the colored	Sport Play; Game-with-
Sc. Gru							snacks, and food.		lighting.	Rules
Küllenhahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)										(e.g., playing hockey on the
nahn Primar (In German: Date: 18.0							- A hockey field		A DJ plays the music.	hockey arena or field;
ihn Pri n Gern Date:										dancing in the area with
hh n G Da							- The tents		There is a kiosk for	colored lighting).
ha =									buying drinks, snacks,	
le le							- There is a		and food.	- Visual attraction
iii							clubhouse (meeting			(e.g., a place with colored
-							place) which has got			lighting for dancing during
							a balcony.		The celebration has	the evening; the tents set in
									been held for children,	the festival; and the hockey
									though there are some	field or arena are visually
									adults as well.	attractive).
									There is a clubhouse	- Eating and drinking
									(meeting place) which	outdoors
									has got a balcony.	(e.g., buying drinks and
										snacks at the portable
										kiosk).

	No. 113	Girl	8	'My own horse'	Weather: -	- Theresa,	- Theresa, herself	D:	Her drawing depicts	She has	-Socialization and going
	_	(Theresa)	years old			herself		Brown,	Theresa that is riding	drawn two	outdoors
		, , , , , ,	,	'My dream			- The horses	Yellow	the horse through the	scenes in her	(e.g., attending a riding
				horse'	When: -	- Her own			forest (She is galloping	drawing.	camp, which is a one-week
						horse that	- A riding arena; a	R:	in the forest with her		travel with her riding
					Where:	she wishes	horse riding field; an	Green, Blue,	riding teacher).	One scene	teachers and other children;
					In the forest.	to have one	equestrian land	Red, Black	,	outlines her	galloping in the forest;
						day.		, = = = =	Riding a horse is really	real activities	riding the horse in the horse
					In a horse	uay.	- Her own horse that	Very	interesting for Theresa.	and	riding arena or farm).
					riding arena	- The horses	she wishes to have	limited:	line country for the cour	experience:	Traing arena or rarmy.
					(on an	The horses	one day.	Pink	She likes to ride the	she is riding	- Physical Play; Sport Play
					equestrian	- The horse	one day.	THIK	horse daily; she is	a horse in a	(e.g., horse riding in the
					land) in her	riding team	- The sun		interested to groom her	riding arena	riding arena or in the forest;
					I -	including the	- The Sun		horse (cleaning it).	_	and vaulting which is
					equestrian club or in the	_	The elec		norse (cleaning it).	or	described as doing
						riding	- The sky		Cha attanda tha have	equestrian	
>					riding farm or	teachers and			She attends the horse	(while she is	gymnastics or dance on
Germany in))					arena in	the children			riding course; several	attending in	horseback).
Ë					Sauerland.	who are			riding teachers teach	the riding	
g (learning			her and other children.	course).	- Close interaction with the
						horse riding.			The children gallop for a		nature and natural
ert enh ssi									short time.	The second	elements
hn Primary School, in Wuppertal, Ge n German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)										scene	(e.g., galloping in the forest
N Ki									Her wish is to have her	outlines her	or riding in the riding arena).
									own horse (her dream	wish to have	
'i Se (Se									horse). She is looking	her own	- Close interaction with the
00 1ds									forward to receive her	horse; to	animal
S = S									dream horse as a gift	receive a	(e.g., being interested in
. G									from her parents.	horse one	horse riding and interacting
nai an .8.(day as a gift.	with horses; vaulting which
'i'									She likes to have her		is described as doing
n P Ge ate									own horse, though this		gymnastics or dance on
Küllenhahn Primary School, in Wuppertal, (In German: Grundschule Küllenhał Date: 18.09.2015 (Second Session									wish may not be		horseback).
두)									fulfilled soon.		
 											- Being surprised; receiving
공									She has already		an especial gift; enjoyable
									attended a riding camp		waiting
									in Sauerland. The horse		(e.g., her greatest wish is
									riding team including		having her own horse; she is
									the teachers and		looking forward to receive
									children like Theresa		her dream horse from her
									and her sister traveled		parents).
									together.It was a one-		
									week travel called		- Sense of caring
									'horse riding week'.		(e.g., grooming her horse).
									There, she played with		
									her sister and other		- Being interested in an
									children.		especial skill
											(e.g., being interested in
									She and her family (her		horse riding and learning
									parents, her sister and		that professionally;
									her brother) have		

					traveled to Sauerland and enjoyed riding in the nature.		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).
--	--	--	--	--	---	--	---

	No. 114	Girl	8	The title of her	Weather: -	- Lilia, herself	No.114:	No. 114:	- Her best day is when	Pictures No.	- Socialization and getting
		(Lilia)	years old	best day:	244		- The school's	D 5: .	she rides a unicycle for	114 & No.	together
	&				When: -	- Her friends,	building	D: Black,	example in her school	115, are	(e.g., going to the school
	G.			'riding an		Isabel and			gym (sports hall).	relevant and	gym (gymnasium) with her
				unicycle'	Where:	Zoe	- The schoolyard	R: Green,		they describe	friends and riding unicycle).
	No. 115				Indoors, in			Yellow, Red	- She is really interested	the same	
					the school	- Their sports	- The fence of the		in riding unicycle.	day: on that	- Physical Play; Playing
					gym (sports	trainer, Vera	schoolyard			day, Lilia is in	Sport
					hall).				- Lilia and her friends,	the school	(e.g., riding unicycle in the
							- The school gym		Isabel and Zoe ride	and rides	school gym (gymnasium), or
							(gymnasium) and its	No. 115:	unicycle in school's	unicycle in	in the outdoor environment
							entrance	D: Yellow	sport hall. They are	the	like in a garden or a forest;
									riding the unicycles in	gymnasium	climbing the play equipment
							- The entrance of the	R: Black,	gymnasium and their	with her	in the gymnasium).
							gymnasium	Blue, Green	trainer, Vera is	friends.	,
 							87***********		watching them.		- Interaction or playing with
School, in Wuppertal, Germany Grundschule Küllenhahn) .2015 (Second Session)							- Lilia, herself with		watering them.		the play equipment, play
Ĕ							her own unicycle		- There is an equipment		elements, tools, toys, or
ا عور ر (د							ner own unicycle		like a ladder which is		settings
,							- A unicycle next to		for climbing.		(e.g., riding unicycle in the
y School, in Wuppertal, Ge Grundschule Küllenhahn) 9.2015 (Second Session)							the cubicle's door		Tor chimbing.		school gym (gymnasium), or
pe e							the cubicle 3 door		- Lilia has her own		in the outdoor environment
L Kü							- There are two		unicycle and she rides		
≥ = 5									-		like in a garden or a forest).
i i h							cabins (cubicles) in		that in open spaces like		
ol, dsc 5 (\$							the gymnasium; one		in the garden or the		
oq:							cabin for boys and		forest.		
Sc Gru							the other one is for				
Küllenhahn Primary School, in Wuppertal, C (In German: Grundschule Küllenhahr Date: 18.09.2015 (Second Session)							girls.				
nahn Primary (In German: Date: 18.0º							No. 115:				
Ge Ge							- Inside the school				
ah 							gym (gymnasium)				
lenk							and its entrance				
Kül							- The door				
							- An equipment (like				
							a ladder) for				
							climbing and the				
							mats.				
							illats.				
							- Lilia and her friends				
							Isabel and Zoe that				
							are playing				
							unicycles.				
							- Their sports trainer				
							(in the school's				
							gymnasium); her				
							name is Vera.				

	No. 116	Boy	8	Name of the	Weather: -	- Majid,	No. 116:	No. 116	Majid and his father are	Picture No.	- Being outdoors and
		(Majid)	years old	picture No. 116:		himself			outside; they go to the	116 & No.	socialization
	0				When:		- There are two	D: Red,	restaurant and buy/eat	117 are	(e.g., going out and eating at
	&			'Pomm- Döner	In Daytime	- His father	restaurants next to	Black,	Doner kebab and	relevant.	a restaurant or in public
				Bunt'			each other:	Green, Blue	French fries.		places).
	No. 117			abbreviation for	Where:		1. The restaurant				
				'Pommes Döner	In the		which sells Doner		Majid said that the food		- Eating outdoors
				Bunt'	outdoor		kebab and French	R: Purple,	was really delicious.		(e.g., going to the
					environment.		fries.	Pink, Yellow	Majid's favorite food is		restaurant; eating Doner
				(In English:			2. The restaurant		Doner kebab with		kebab with French fries in
<u>ک</u>				Colorful French	In the		which sells fish.		French fries. It costs 5		the outdoor environment of
naı				fries & Doner)	restaurant.				euros.		the restaurant).
Germany in))							- The entrances of				
۾ ڳر ڪ				In drawing No.			the restaurants.		Next to this restaurant,		- Money-oriented
tal, hal				116, he has				No. 117	there is another		experiences
hn Primary School, in Wuppertal, Ge η German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)				depicted the			- Majid		restaurant which sells		(e.g., buying Doner kebab
Jdr Küllis				colorful			- His father (invisible	D: Green	fish like tuna.		with French fries and paying
Wt e k				entrance of the			in the drawing)				attention to the prices; he
in h				restaurants and				R: Black,	The area is called 'Pom-		has drawn the banknotes
ol, Iscl				their outdoor			- The outdoor	Yellow,	Döner Platz' (In English:		and coins in picture No. 117;
School, in Grundschu 1.2015 (Sec				spaces which			environment; the	Purple,	Fries-Doner space).		he pays attention to the
Sc Gru				chairs and			area is called 'Pom-	Orange,	The name of the bus		prices of the things).
n: 0				tables for			Döner Platz'.	Red, Blue	station is also, 'Pom-		
im; na 18				sitting.					Döner Platz' stop (In		- Family-oriented
Küllenhahn Primary (In German: O Date: 18.09							- Men's and		English: 'Fries-Doner		experiences
hn հ Dat				Name of the			women's toilet		Space' stop).		(e.g., going out with his
Pa				picture No. 117:							father and eating out, at the
eu									Majid is also interested		restaurant with his dad).
				'Geldscheine'			No.117:		in watching TV at		
<u> ~</u>									home.		- Visual attraction
				(In English:			- Banknotes and				(e.g., the colorful design of
				Banknotes)			coins				the restaurant and its
											entrance is visually
											attractive to him).
											- Watching TV

	No. 118	Boy	8	"ein komischer	Weather:	- Julian,	- An eighteen-floor	No. 118:	No. 118:	- Experiences or characters
	INO. 110	_ =		Ort"	Sunny	himself	skyscraper with	Orange,	For Julian,	influenced by the cartoons,
		(Julian)	years old		Junity	IIIIIISCII	chimneys and four	Yellow,	being/entering in a	cartoon characters, movies,
				(In English: a	Whom	He thinks of	rooms on the	-		
				_ · ·	When:			Green	skyscraper is really	computer games or story books
				funny/strange	In Daytime	himself as	rooftop.		interesting.	
	&			place)		Superman.				(e.g., he thinks of himself as
					Where:		- The sun		The skyscraper that he	Superman; it seems
					In a room				has drawn has 18 floors	Superman is his hero).
					which is on		- The electricity	No. 119:	(It is like a hotel).	
				"den lustigen	the top floor		_	Green		- Physical Activity
	No. 119			Tag"	of a		- The stairs (to access		There are 4 chimneys	(e.g., climbing up and down
					skyscraper.		his room on the		and also 4 small rooms	the tree; going up the
				(In English: the			rooftop in skyscraper		(cabins) on the rooftop.	staircase –which is outside
				day of fun)			which is close to the			the building— to access the
							sun).		Julian likes to be on the	rooftop of the skyscraper).
									top floor. He is in the	
ַ ב <u>ַ</u>							- Julian, himself that		room on the rooftop.	- Being in a high place and
Germany In))							is in the room on the			having the bird's eye view
er (rooftop (invisible in		For exiting the	(e.g., living in a room on the
							the drawing).		skyscraper, he exits his	rooftop; he likes to live on
tal ha									room which is on the	the top floor since according
School, in Wuppertal, Ge Grundschule Küllenhahn) 9.2015 (Second Session)							- A tall tree which is		rooftop and climbs	to him, he can be close to
dr Eis							next to the		down the large tree	the sun and see that).
W W							skyscraper.		which is next to the	
in lar							S.Nyssi aperi		building.	- Close interaction with the
sch (S							- An equipment on		bunuing.	nature and natural
סט 15							the top of the tree		When the weather is	elements
Sch Sru Sru Sch							which is for watering		warm, he waters the	(e.g., climbing up and down
≥ :: 60							that from above.			
Küllenhahn Primary School, in Wuppertal, C (In German: Grundschule Küllenhahı Date: 18.09.2015 (Second Session)							that from above.		tree from above (from	the tree; being interested to
Pri:									the rooftop).	live on the top floor of the
n F Ge Ge									Halibaa ka ha in kha	skyscraper in order to be
e 교 교									He likes to be in the	close to the sun; watering
<u>F</u>									room on the rooftop	the tree –which is in the
 									since he can be close to	yard or outdoor
꽃									the sun.	environment— from the
										rooftop).
									In his drawing, the sun	
									produces electricity (he	- Fantasy experiences
									has drawn that next to	(e.g., climbing up the tall
									the stairs).	tree –which is next to the
										skyscraper—to access the
									When he is outside, he	rooftop of the skyscraper
									climbs up the stairs to	and climbing down that tree
									access his room on the	to come down from the
									rooftop which is close	rooftop on the ground;
									to the sun.	watering the tree from
										above; the sun directly
									No. 119:	generates the electricity).
									Julian thinks of himself	
									as Superman.	- Sense of Power or Control
										(e.g., acting as a hero or
[1	I.			1	I	1	1		1 (0.) 45 45 4 11010 01

		He has drawn the heart of Superman.	superhero like Superman for example climbing up a tall tree).
			- 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).

	No. 120	Boy	8	"die Farben"	Weather:	Lukas and his	- The sun	Blue,	Lukas and his family	- Family-oriented
		(Lukas)	years old		Sunny	family (his			(his brother, his mom,	experiences
				(In English: the		brother, his	- The clouds	Green	and his father) are at	(e.g., going to the beach
				colors)	When:	mom, and			the sea (at the beach) in	with his family).
					In Daytime	his father).	- The helicopters	Very	Poland.	
							with banners	limited:		- Socialization and being
					Where:			Black,	There are lots of fish in	outdoors
					At the beach; in Poland.		- The sun shelters	Skin color	the sea.	(e.g., going to the seaside and enjoying the natural
							- The sea		There is a kiosk at the	and public environment).
							1110 000		beach; they buy and eat	and pashe environment,
							- The beach		potato chips.	- Close interaction with the
										nature and natural
							- A big slide at the		When they are at the	elements
							beach		beach or in the sea,	(e.g., going to the seaside,
									they see the helicopters	playing in the water, playing
l v							- A kiosk for buying		with banners.	on the beach).
ша							snacks and drinks			
jer (r									It has been written	- Water-based experiences
n, 6							- Lukas with his		"Flik-flok" on the	(e.g., playing with his
rta ha sio							family		banner, which is the	brother in the water).
/ School, in Wuppertal, Ge Grundschule Küllenhahn) 9.2015 (Second Session)									name of circus group.	
up Kü										- Interaction or playing with
≥ e s									Lukas and his brother	play equipment, elements,
, in chu									play in the water.	toys, and settings
loc dsc 5 ((e.g., playing on the slide
chc un 01									There is also a large	which has been installed on
/ S. Gr 9.2									slide (play equipment)	the beach; lying on the
ary an: 3.00									at the beach for	bench under the sun
hn Primary School, in Wup n German: Grundschule Ki Date: 18.09.2015 (Second									playing.	shelter).
hahn Primary School, in Wuppertal, Germany (In German: Grundschule Küllenhahn) Date: 18.09.2015 (Second Session)										- Relaxation in peace and
ا بۇد ت										quiet
<u>le</u>										(e.g., lying on the bench
Küllenł										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).

	- Eating (e.g., buying and eating the potato chips at the kiosk which is located along the beach).

Place & date of creative	Reference no. of the drawing	About the (particip in creative s	ant	(ехр	lored through		about the child the child about		d story searching in the drav	ving)	Interpretation and categorization
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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)

	T	_		N 424	- 1.	N. 424	N. 424	All a landa a company	L. D	11. 1
	No. 121	Boy	7 -	No. 121	- The	No.121:	No. 121:	Nico has drawn a fire	In Bergisch	- Having a role model
		(Nico)	years old	344 11	Firefighter	-t C	B. J	department.	Land Free	(or being a fan)
				Weather: -	(Mark).	- The fire	Red,	Mike who is a	School, the	(e.g., he is a fan of
				NA/In a re-	D. d. a. ul. d. a. a.	department (fire	Ochre/Yellow,	firefighter is Nico's	teacher	firefighters; he is
	_			When: -	Mark is a	stations)	Blue, Blue	role model and friend.	started the	interested in visiting
	&			NAME	friend of	-1.	N/	Mike is a friend of	Creative	the fire department,
				Where:	Nico's father.	- The entrance is	Very limited:	Nico's father.	Session by	fire station and the
				In the fire	He is a role	on the left side in	Green	He plays soccer with	ringing a bell;	firefighters who work
				station	model for	the bottom.		Nico's father in a	it encouraged	there).
				(fire	Nico.	- 1	N . 422	soccer team.	the children	But a tale and alte
	No. 122			department)	A11	- The stairs of the	No. 122:	Nico and his dad have	to focus and	- Being interested in
					- Nico, himself	fire department		already visited a fire	listen to their	an especial
					- Nico's dad	(to access	Orange, Blue,	department where	teacher or	occupation or skill
						upstairs).	Yellow, Black	Mike works.	researcher.	and its working
								The office is upstairs;		context
				No. 122		- Upstairs, there is		there is a telephone in	D. C. L. M.	(e.g., he is a fan of
an)						an injured person		the office.	Drawings No.	firefighters and is
Ë				Weather: -		on the bed.		There is another	121 & No.	interested in visiting
nd,								firefighter in the office	122 are	fire stations and the
Land Free School, in Wuppertal, Germany German: Freie Schule Bergisch Land) Date: 17.06.2015				When: -		- The Firefighter:		to receive emergency	relevant;	people who works
in the second				NAME		His name is Mark		calls.	In picture No.	there whenever he
ppe gis				Where:		and he is a friend		There are stairs for	122, he has	has free time).
/up 3er 15				In the soccer		of Nico's father.		accessing the upstairs.	drawn the	
ool, in Wup Schule Ber 17.06.2015				field.		Nico also knows		11	soccer field	- Sense of Power,
hu 96						him as his own		Upstairs, there is an	that Nico, his	Control, Strength,
ool Sc 17.						friend. He is a role		injured person on the	dad, Mike	Responsibility and
eie						model for Nico.		bed.	and other	Being a Hero
ee Sch : Freie Date:									soccer players	(e.g., being interested
Land Free German: F						- A rod or pole:		According to Nico, in	meet and	in firefighting which
la de						In Emergency		an emergency	play.	needs courage and
-an Jer						situation, the		situation, a fireman	Nico's father	sense of power and
						firefighters can		should first press the	and Mike play	control).
Bergisch (In						slide to the		bottom which is	in a same	Dhusiaal Dlaves
erg						ground rapidly by		upstairs.	team.	- Physical Play or
—						using the pole.		Then, the firemen slide	Whenever,	Activities (e.g.,
						- There are four		on the pole to reach	Nico see Mike	climbing up the stairs
						garages in the fire		the ground floor	there he can ask him to	or ladder, sliding on
						department		rapidly.		the pole, and playing
						(Garage No. 1,		In the drawing, the	take them to the fire	soccer)
						No. 2, No. 3, &		fireman that is sliding		Daing autdoors and
								on the pole, is Mike.	department.	- Being outdoors and
						No. 4).		There are four garages		socialization
						- There is a boat		(Garage No.1, No. 2,		(e.g., going to the
						which is in the		No. 3, & No. 4) in the		soccer field to play soccer with other
						garage No. 4.		fire department:		
						garage NO. 4.		Though a bootie		people; and visiting a
						- There is a ladder		- There is a boat in		fire station and the
						which is in the		garage No. 4 for		firefighters).
								using in the		Action Acilies and
						garage No. 3.		water.		- Action, Agility, and
					1					Risk taking

- In Germany, the	- There is a ladder	(Firefighting needs
112 emergency	in garage No. 3.	mental and physical
number is		agility and high risk
considered as a	Nico said that he was a	taking).
"fire emergency"	fan of firefighters like	
and "medical	Mike.	
assistance	When Nico and his dad	
emergency".	are on holiday, they go	
	to the soccer field for	
No. 122:	soccer playing.	
- The soccer field	Then, if they see Mike	
- The soccer	there, they will ask	
players	him to take them to	
(Nico's dad, Mike,	the fire department	
and other soccer	where he works.	
players).		
Nico's dad and		
Mike (the		
firefighter) play		
for a same team.		

	No. 123	Girl	7	"Zuhause"	Weather: -	- Mia, Herself	- Her house	Colors of the	Mia just showed	Mia just	- Family-oriented
	140. 123	(Mia)	years old			Í	(a multistory	drawing:	different parts of their	showed	experiences
		(iviia)	yearsola	(In English: at	When:	- Her family:	family house)		multistory house.	different parts	(e.g., being at home
				home)	In Daytime	her mom, her	, ,	Black and	Her focus was on her	of their	with her family and
				,	,	dad and her	- Mia has drawn	White	own room where the	multistory	spending her time
					Where: Inside	brother (Erik).	different parts of		sun shines.	house.	with them).
					their home.		her house		She did not talk about	Her focus was	,
							including:	Colors in her	her enjoyable	on her own	- Being indoors: Close
							the kitchen;	imagination:	experiences directly.	room where the	interaction with the
							Mia's bedroom;	White, Purple,		sun shines.	household furniture
au							her brother's	Green	The sun shines.	She did not talk	and the spaces of her
Ĕ							bedroom;		Mia thinks that her	about her	home
Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015							her parents'	Mia has drawn	room is the best room	enjoyable	(e.g., she drew and
 e							bedroom;	in black and	in their house because	experiences	described different
irt.							their bathroom;	white; but in	it is bright; it is the	directly.	parts of her house).
opc rgis							the entrance;	'communicatio	only room that she can		
e School, in Wup : Freie Schule Ber Date: 17.06.2015							the stairs;	n phase' when	see the sun directly	In both of her	- Playing in peace and
le 7.2							the garage (on	the researcher	out of the window.	drawings (No.	quiet
i'. j'. j'							the left side);	or the teacher		123 & No. 124)	(e.g., being at home
00 S S 17							and the	asked her	Sometimes Mia does	she pays	and doing meditation
Sch eie te:							basement.	about the	yoga, on her bed.	especial	on the bed).
e (Fr. Dai								colors of the		attention to the	
an a							- The sun which	drawing, she	In the kitchen, there is	sun.	- Being indoors
l B E							can be seen out	said: "the	a picture of Mia with		(e.g., enjoying her
La							of the window (in	walls of Erik's	the trees in the		time with her family
등로							Mia's room).	room are	garden.		at home).
gis (green and the			
]							- A tree next to	walls of my			- Close interaction
-							their house.	room are			with the nature and
								purple. And			natural elements
								other walls of			(e.g., interaction with
								the house are			the sun and tree:
								white".			watching the sun out;
								She did not			taking a photo with
								talked about			the trees in the
								the colors of			garden).
								other objects.			

	No. 124	Girl	7	"Spielstraße"	Weather:	- Mia, herself	- The big sun	She has drawn	In Mia's second	- Being outdoors
	140. 124	(Mia)	years old		Sunny			in	drawing (No. 124), she	(e.g., riding in a car
		(iviia)	years ora	(In English:	,	- Her family	- The clouds	Black and	shows the outdoor	with her family;
				Street of Play)	When:	(her mom,		White	environment and	exploring the urban
				,,	In Daytime	her dad, and	- A street which is		urban spaces in the	spaces in a sunny day;
<u>ک</u>					-	her brother)	called	After	neighborhood of her	and strolling through
la l					Where:		'Spielstraße'	communicatio	house.	the streets).
err d)					Outdoors, in			n phase it was		
an a					the urban		(In English: Play	explored that :	Her father and her	- Family-oriented
tal h L					space.		Street)		brother are next to the	experiences
School, in Wuppertal, Germany reie Schule Bergisch Land) ite: 17.06.2015					In the street,			His dad's car is	garage.	(e.g., going out with
upp erg					where their		- Their garage	silver.		her mom or her
ool, in Wup Schule Ber 17.06.2015					house is			Her mom's car	Her mom is driving the	family; riding in a car
in i					located.		- Her dad's car	is Purple or	car to the garage.	with her family).
Sch 7.0								Blue.	Mia is also in the car.	
cho					The name of		- Her mom's car		They are driving along	- Close interaction
					the street is				the 'Play Street'.	with nature and
Land Free German: F					'Spielstraße'.		- The houses in			natural environment
дЕ							'Spielstraße'.			(e.g., she has drawn a
an							They are in the			big sun; she likes
h L							neighborhood of			sunny days and enjoys
Bergisch							Mia's house.			sunshine).
8										
ă							- The big sun.			
							It shines directly			
							on Mia's room			
							(see drawing No.			
							125).			

	No. 125	Girl	6	"Luft"	Weather:	- Luise,	- The big yellow	Yellow, Red,	She said that she	She just talked	- Family-oriented
		(Luise)	years old		Sunny	herself	sun (with mouth,	Ochre, Green,	always makes a mess	about the	experiences
		(,	(In English: Air)			nose and eyes;	Pink, Orange	and creates chaos in	drawn objects;	(e.g., playing at home
					When:	- Her mom	there are also		the hall and all around	she did not	and interaction with
					In Daytime		some points on	Very limited:	the house.	focus on the	her mom and her
					,		that).	Black	It makes her mom to	experiences.	family).
					Where:		,		stumble when she		
<u>`</u>					Her home and		- The sunbeams		comes (because of	Due to the lack	- Close interaction
lε					its green				messy stuff).	of time, her	with the nature and
∃ ger Jd)					outdoor		- Five Tulips		Luise finds this funny.	story was not	natural environment
Lar Lar					environment.					explored well in	(e.g., going out and
무유							- The grass			'communication	enjoying walking in
pe gis							g. a.c.			phase'.	the green spaces; she
up erg							- Her house			pridde :	has drawn the tulips,
e B 0							Thei mouse				sun, and the grass).
ni jur											Sun, and the grassy.
Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015											- Sense of humour
는 등 등 1											and fun
ee Sch : Freie Date:											(e.g., making a mess
⊢ å : □											all around the home
д На											with play equipment
an											which causes her
ا لا ع د											mom to stumble; this
isch (In											is funny to Luise).
B											is failing to Edisej.
Be											- Visual attraction
											(e.g., looking at the
											different types of
											flowers in different
											colours like red, pink,
											and yellow tulips
											which are attractive).

(In English: Air) When: In Daytime Where: Rapunzel's tower and its surrounding environment in the forest. (Her drawing is based on a German fairy tale, called 'Rapunzel' or 'Tangled') (Her drawing is based on a German fairy tale, called 'Rapunzel'). (In English: Air) When: In Daytime Where: Rapunzel's tower and its surrounding environment in the forest. German fairy tale, called 'Rapunzel' or 'Tangled') - Rapunzel's tower in the middle of the forest. German fairy tale, called 'Rapunzel' or 'Tangled') - Rapunzel (a girl with long hair who lives in the tower in the forest). She is in the tower in the forest). She is in the tower in the	German fairy tale, called 'Rapunzel'. Luise said that she had seen the movie.	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
In Daytime stepmother tale: sun) Luise said that she had seen the movie. Where: Rapunzel's tower and its surrounding environment in the forest. (Her drawing is based on a German fairy tale, called German fairy tale, called wind form a German fairy tale, cal	tale, called 'Rapunzel'. Luise said that she had seen the movie. st	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
Where: Rapunzel's tower and its surrounding environment in the forest. (Her drawing is based on a German fairy tale, called called ale, called called ale, called ale, called ale, called tale, called	'Rapunzel'. Luise said that she had seen the movie. st	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
Where: Rapunzel's tower and its surrounding environment in the forest. (Her drawing is based on a German fairy tale, called fee fee fee fee fee fee fee fee fee f	Luise said that she had seen the movie.	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
Rapunzel's tower and its surrounding environment in the forest. (Her drawing is based on a German fairy tale, called Sun 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 tale, called Agirl with long hair who lives in Rapunzel is in the tower in the middle of the forest. Her stepmother is outside the tower on the ground. She asks Rapunzel to that she can climb by that she can climb by that she can climb by that (like a rope) and	she had seen the movie. s t	(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
tower and its surrounding environment in the forest. Compared to tower in the middle of the forest tower in the forest tower in the forest tower in the middle of the forest. Compared to tower in the middle of the forest tower in the middle of the forest tower in the middle of the forest. Compared to tower in the middle of the forest tower in the middle of the forest tower in the forest. Compared to tower in the middle of the forest tower in the forest. Compared to tower in the middle of the forest tower in the forest. Compared to tower in the middle of the forest tower in the forest. Compared to tower in the middle of the forest tower in the forest. Compared to tower in the forest. Compared t	the movie.	based on 'Rapunzel' story, a German fairy tale. Her stepmother aims to use Rapunzel's hair as a rope and
surrounding environment in the forest. (Her drawing is based on a German fairy tale, called 's tower in the middle of the forest 's tower in the middle of the forest 's called	s t a h	story, a German fairy tale. Her stepmother aims to use Rapunzel's hair as a rope and
environment in the forest. Comman fairy tale, called 'Rapunzel' or is based on a German fairy tale, called German fairy tale, called Commandation	t a h	tale. Her stepmother aims to use Rapunzel's hair as a rope and
in the forest. (Her drawing is based on a German fairy tale, called (a girl with long that she can climb by tale, called (hint who lives in continuous forest) (Her drawing is based on a German fairy tale, called (a girl with long hair who lives in continuous forest) (Her drawing is based on a German fairy tale, called (a girl with long hair who lives in continuous forest) (Her drawing is based on a German fairy tale, called (a girl with long hair who lives in continuous forest)	a h c	aims to use Rapunzel's hair as a rope and
(Her drawing is based on a German fairy tale, called 'Rapunzel' or 'Tangled') (Her drawing is based on a German fairy tale, called 'Rapunzel' or 'Tangled') (Rapunzel' or 'Tangled') - Rapunzel to throw her hair down that she can climb by that she can climb by that (like a rope) and	h c	hair as a rope and
(Her drawing is based on a German fairy tale, called (Her drawing is based on a German fairy tale, called (Agirl with long hair who lives in (Agirl with long that she can climb by that (like a rope) and	C	•
is based on a German fairy tale, called - Rapunzel throw her hair down that she can climb by that (like a rope) and		climb up to enter the
German fairy tale, called (a girl with long hair who lives in that she can climb by that (like a rope) and	ι	.
tale, called hair who lives in that (like a rope) and		tower).
Tale, called 'Rapunzel'). Tale, called 'Rapunzel'). That (like a rope) and the tower in the forest). She is in the tower in the		Matable a sauta sus
The tower in the forest). She is in the tower in the tow		- Watching cartoons
She is in the tower in the		or movies at home
She is in the tower in the		(e.g., watching
do .50 tower in the		'Rapunzel' ('Tangled')
	a	at home).
d F 2 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	_	- Travelling to a
Le a control - Rapunzel's		fantasy world
हिं पुर पुर कि stepmother, who		(e.g., travelling to the
is outside the	· ·	land where 'Rapunzel'
tower;		lives in a tower in the
	r	middle of the forest; it
	ŀ	has been adopted
Down outside is	f	from 'Rapunzel'
Down, outside is	S	story).
Her step mother(?) that		
mother(?) that	-	- Close interaction
δ says: " let down	v	with nature and
your hair, so that	r	natural environment
I may climb up"	((e.g., the forest where
		'Rapunzel' lives; it has
	ŀ	been adopted from
	4	'Rapunzel' story).
	_	- 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).
		,

	No. 127	Воу	7	-	Weather:	- Eritz, himself	- A house	D: Blue	The weather is rainy.	- Being indoors
		(Eritz)	years		Rainy		(Eritz's house).		The drainpipe collects	(e.g., playing in the
		(=:::=)	, 50.15		•			R	and carries away the	attic at home).
					When: -		- Eritz is in the	(respectively):	rain and directs that to	
							house (invisible in	Orange, Black,	the container.	- Playing in Peace and
					Where:		the drawing).	Yellow		Quiet; Small World
					In his house			10.1011	Eritz is in the attic in	Play
					and the		- The sky		their house.	(e.g., playing with his
					surrounding		The sky		It is his own room and	toy cars in peace and
					outdoor		- The clouds		it has got no window.	quiet in an attic at
					environment.		The clouds		He plays with his toy	home).
					City i Oillineite.		- The gutter/		cars and car racing	nomej.
							drainpipe		tracks –Carrera	- Having his own
							(The pipe at the		Track—at home.	space and privacy
) L									mack—at nome.	
μa							lower edge of the roof which		He mentioned that his	(e.g., being alone in the attic and playing
g (e							collects and			
a.									(remote-controlled) cars can reach 100	there).
sch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015							carries away the			lutanatian an
er							rain and directs		km/h.	- Interaction or
Age 825							that to the		They are waterproof	playing with the play
ee School, in Wup : Freie Schule Ber Date: 17.06.2015							container).		and they can move	equipment, elements,
in vule									without the rail as	tools, or toys; Small
									well. Thus, Eritz can	World Play
- ους e S									play with them on the	(e.g., playing with toy
Scl									ground in the outdoor	cars and car racing
ee : F									environment, even on	tracks – Carrera
a Fr									the rainy days.	Track—at home;
l a E										playing with remote-
La Ge										controlled cars both at
등 드										home and in outdoor
Bergisch (In										environment).
3er										
										- Playing outdoors
										(e.g., playing with his
										remote-controlled
										cars in the outdoor
										environment even on
										the rainy days).
										- Sense of Control,
										Power, and Speed
										(e.g., playing with his
										remote-controlled
										cars which can reach
										100 km/h).

	No. 128	Boy	7	-	Weather: -	- His	- His grandfather	Ochre, Red,	The man who is Eritz's	Drawings No.	- Family-oriented
	No. 129	(Eritz)	years			grandfather		Black	grandfather falls down	128 & No. 129,	experience
	140. 123	. ,			When: -		- The staircase of		on the stairs.	present the	(e.g., caring about his
>							their house			same story.	grandfather who has
an					Where:				Because the stairs are	Eritz just	come to their house).
r _					On the		- Their house		slippery; maybe	repeated the	
. Geri and)					wooden		which is not		because of the rain.	drawing to	
al, La					staircase of		visible in the			improve its	
sch					their home.		drawing.		Maybe this drawing is	quality.	
ppe rgi:									relevant to the	He described his	
Vul Be									previous drawing	story on No.	
nool, in Wuppertal e Schule Bergisch I : 17.06.2015									(happening on the	129.	
i, i hu 90.									same day when the	In his drawing,	
000 9 SC 17									weather was rainy).	he explained a	
Scho reie ite: 1										memory which	
ee Sch : Freie Date:										is not obviously	
Fre										relevant to any	
Land Fre German										enjoyable	
Laı Ge										experiences;	
sch (In										maybe he just	
gis (wanted to show	
Bergisch Land Free School, in Wuppertal, Germany (In German: Freie Schule Bergisch Land) Date: 17.06.2015										a stressful	
ш										memory/event	
										that he had	
										experienced.	

No. 130	Girl	7 -	Weather: -	- Paula,	- Two free	D: Blue, Green,	- Paula thinks of	- Socialization
1101 200	(Paula)	years old		herself	butterflies:	Pink, Red	herself and her friend	(e.g., spending time
	(When: In	- Her friend,	The big one,		(Louisa), as butterflies.	and playing with her
			Daytime	Louisa	which is pink and	R: Orange,		friend).
					red, is Paula and	Yellow	- She plays at her	
			Where:		the smaller one,		home which is called	- Physical play; Game-
				Paula thinks	which is red and	Very limited:	"butterflies' house".	with-Rules
			Butterflies'	of herself and	yellow, is her	Purple		(e.g., playing tag;
			house	her friend, as	friend Louisa.		- She and her friend,	playing hide-and-
			(her house)	butterflies.			play "Tag" (i.e., "Tag"	seek).
					(Louisa also		is a game involving two	,
				(Two	participated in		or more players'	- Interaction with the
				butterflies	this Creative		chasing other players in	nature and natural
				represent	Session).		an attempt to "tag"	elements
				Paula and	,		and mark them out of	(e.g., thinking of
				Louisa)	- Her house which		play, usually by	herself and her friend
					is called		touching with a hand),	as butterflies; playing
					"Butterflies"		and hide-and-seek.	in the green
					House".			environment on a
								sunny day).
					- Two signs at her			Jan, 44,7
					"Butterflies"			- Dramatic Play or
					House":			Make-believe Play
					Butterfly-shaped			(e.g., Paula thinks of
					Sign and Star-			herself and her friend
					shaped Sign.			as butterflies that
					Shapea Sigin			they are flying in the
					- The butterflies'			green environment
					grass			together; they play
					8.433			Tag or hide-and-seek;
					- Three tulips			she named her house,
					Timee tumps			the "Butterflies'
					- The sun			House").
					The sun			House J.
					- The sky			- Travelling to a
					inc sky			fantasy world
					- The clouds			(e.g., travelling to an
					The clouds			imaginary world
								where she and her
								friend are butterflies).
								mena are butterniesj.
								- 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'
<u> </u>	<u> </u>			1	1	1		butternies nouse

									which has been decorated with butterfly and star shapes).
No. 131 No. 132	Girl (Hannah)	years old	Weather: Sunny When: In Daytime Where: In a green outdoor environment which may be an equestrian arena (a horse riding field; an equestrian land).	- Hannah, herself - Her imaginary horse that she named it 'Tinka'. - Her mother	- Her own horse that she called it 'Tinka'. In reality, she does not have a horse but she wishes to have one. She called her dream horse 'Tinka'.	Blue, Brown, Yellow, Black Very limited: Skin color, Pink, Red	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. 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. 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. Because, she feels free while riding the horse.	Drawings No. 131 & No. 132, present the same story. Hannah aimed to draw the picture again in order to keep one copy for herself.	- Being outdoors (e.g., going out to an equestrian field with her mom; riding her own horse in a green equestrian arena). - Being surprised and receiving a reward or gift (e.g., receiving a horse from her parents as a gift). - Close interaction with the animals (e.g., she really likes horses; she is interested in riding her own horse). - Close interaction with the nature and natural elements (e.g., riding her own horse in a green equestrian arena). - Physical Play (e.g., horseback riding or galloping). - Sense of exploration and freedom (e.g., she feels free while riding a horse).

Place dat of creat	e n	Reference no. of the drawing	About the (participa in creative se	ant	(explo	Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							
sessi	on		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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)	

	No. 133	Girl	7	-	Weather:	- Rojina,	- The forest	D:	Before the Creative	The girl	- Role Play (also called
		(heart house)	years old		Sunny	herself		Green, Green	Session starts, Rojina was	that she	Pretend Play or Make-
		(mount mount)	-		-		- The Trees		making a picnic with	describes	believe Play); Small
					When: In			R: Brown,	household appliances toy	in her	World Play
					Daytime		- The sky	Pink, Blue	set (a Pretend Play;	story/drawi	(e.g., playing with the
							,		Dramatic Play; Make-	ng refers to	household appliances toy
					Where: In the		- Rojina, herself	Very limited:	believe Play).	Rojina,	set and making a picnic in
					green			Red	,,	herself.	the yard or balcony of
					outdoor		(She has sat on the		Describing her		her house or in her
					environment,		ground cloth,		story/drawing:		kindergarten (a pretend
					in the forest.		making picnic and		,, ,		play or small world
							eating Gheymeh).		Her enjoyable day is a day		play)).
									when she goes to a forest		' '''
Avin Kindergarten, in Tehran, Iran (مهد کودک آوین In Persian: مهد آوین Date: 26.07.2015									for having picnic there.		- Playing with the play
=											equipment, elements,
an,									Since there are stones on		toys, or settings
ehr کی 15									the ground, she spreads		(e.g., playing with the
n Tehi کورک 2015									two blankets on the		household appliances toy
ا , ir گويا 70.									ground to use them as		set and making a picnic (a
rten, ii آوين :n 26.07									the mat or groundsheets		pretend play or small
an an e: 2									for sitting and making the		world play)).
Kindergart (In Persian: Date: 2									picnic.		
P P O											- Eating
. 돌 드									She sits there to make		(e.g., eating Gheymeh –
' E									picnic and eats Gheymeh		which is a traditional
Á									which is a traditional		Persian food— in reality
									Persian food.		or in the pretend play).
									She counts how many		p. c.c p. a, y,
									spoons of Gheymeh she		- Going outdoors and
									has eaten.		having picnic
									She really likes Gheymeh.		(e.g., going to the forest
											and making a picnic
									The girl of the story		there).
									(which is Rojina) is calm		
									and quiet.		- Close interaction with
									4		the nature and natural
									The atmosphere of the		element
									forest is very relaxing and		Cicinciic
									.o.cot is tery relaxing and		

	<u> </u>	<u> </u>					guiet and Poline enions	1	log going to a forest
							quiet and Rojina enjoys		(e.g., going to a forest
							that.		and making a picnic
							There are many different		there; having a
							species of trees in The		wonderful view of the
							forest. There, she listens		trees).
							to the music, plays, and		
							laughs.		- Play in peace and quiet
									(e.g., enjoying the
							She also likes making		atmosphere of the forest
							picnic in the yard or		which is very relaxing and
							balcony of her house or		quiet; playing alone in
							kindergarten.		the forest like playing
									with household
_									appliances toy and
Avin Kindergarten, in Tehran, Iran (امهد کودک آوین (اله کودک آوین Date: 26.07.2015									making a picnic; listening
= -									to the music; and
₹ <u>a</u>									laughing alone).
eh کو 15									
Kindergarten, in Tehran, (مهد کودک آوین In Persian: آوین Date: 26.07.2015									- Listening to the music
i , ا اَوْنِ 70.									(e.g., listening to the
e ::									music in the forest).
an:									music in the foresty.
rsi rsi ate									- Being independent
Pe P									
토토									(e.g., going alone to the
ية (forest and making a
₹									picnic there).
									Canas of military and
									- 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).
	1	1	l	l	1	1	L	l	

	1		1		1	T	1		
	No. 134	Girl	7 -	Weather: -	- Rojina,	- Rojina, herself &	Brown, Pink,	There is a woman in the	- Family-oriented
		(Rojina)	years old		herself	her mom who are	Ochre,	kitchen; she is Rojina's	experiences
				When: -	(The girl of	in the kitchen, at	Orange	mom (invisible in the	(e.g., being with her
					the story).	home (invisible in		drawing).	mom at home and
				Where:		the drawing).		She is making Tea and	helping her with
				In the	- Her mom			baking birthday cake for	household chores; baking
				Kitchen, at	(The	- The Kitchen		her daughter (Rojina).	with her mom; eating the
				home	woman of			Because, it is her	birthday cake and
					the story).	- The Kitchenware		daughter's birthday.	drinking tea together at
						(Teapot, etc.)		The daughter (Rojina)	home).
								really likes biscuits with	
						- The birthday cake		cream.	- Being indoors
						which is on the		She also helps her mother	(e.g., being with her
						table.		to make/bake cakes.	mom at home and
<u>a</u>									helping her with
~ (q									household chores).
E 3									
-eh देश 215									- Household chores,
ا الم 25.									Baking
ا , ، او ير 70:									(e.g., Rojina is interested
teا ان: ت 26									in household chores. She
gal iar :e:									helps her mom in making
ndergarten, in Tehr: د کودک آوین:Persian Date: 26.07.2015									tea and baking the
Avin Kindergarten, in Tehran, Iran (مهد کودک آوین (مهد کودک آوین Date: 26.07.2015									birthday cake).
\ \ =									
I≅									- Eating and drinking
4									(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).
									,
L									

	No. 135	Boy (Parsa)	years old	C					
		(1 3.104)		Sunny	himself	family house)		the house; they are in the	and having the bird's eye
							R: Orange,	room which is upstairs.	view
				When: In	- His dog	- The natural green	Blue, Brown,	No one else is allowed to	(e.g., being in the room
				Daytime		environment	Yellow	enter the house.	which is upstairs and
,					- His family	around the house			watching the outdoor
i l				Where:	•	(maybe it is a		The house has a big	green environment out
				in an		garden).		window. First, they watch	of the window).
				outdoor		gar areni,		the outdoor green	
				green		- The trees		environment (their	- Family-oriented
				environment		1110 11 000		garden or yard) out of the	experiences
				near their		- The Water (a		window.	(e.g., spending his time
				house		lake, a river or a		Then, they come to the	with his family at home
				liouse		-		garden (the green open	and in the garden).
						pool).		environment) which has	and in the gardeny.
								got beautiful trees and a	- Close interaction with
								small lake or pool (the	the nature and natural
<u> </u>								• •	
Avin Kindergarten, in Tehran, Iran (امهد کودک آوین: اله کاری) Date: 26.07.2015								water in the drawing).	environment
ran,									(e.g., being interested in
ا ا ا								Parsa and his family sit	watching the trees and
Te ا								around the water (the	spending time in green
dergarten, in Tehl کودک آوین :ersian Date: 26.07.2015								lake or pool); they dip	spaces like spending time
E 3 0								their feet into the water	in their green garden;
n:								(the lake or the pool).	and interaction with the
Kindergarten, i آوين (In Persian) Date: 26.07									lake or pool).
de Pa								Parsa fishes there with	
l Ĝi l								fishing hook. His dog is	- Water-based
= =								also there and it dips its	entertainment and
🚡								feet in the water (the lake	experiences
								or pool) as well.	(e.g., dipping their feet
									into the lake or pool; and
								Parsa gives his fishing	fishing in the lake).
								hook to his dog; he lets	
								his dog to try fishing as	- Close interaction with
								well.	the animal
									(e.g., playing with his dog
									near the lake (or pool) in
									the garden; and fishing in
									the lake).
									- Play in peace and quiet
									(e.g., playing at home;
									playing with his dog near
									the pool/lake; fishing).
									the poor, lake, fishing,

	No. 126	Girl	5	"Shima"	Weather: -	Main	- A girl	D:	There is a villa on the	Most of	- Close interaction with
	No. 136			Jiiiia	weather.	character:	(Which has fallen	Brown,	mountain.	the	the nature and natural
		(Diba)	years old	(It is the name of	When: In	The girl	from the balcony	Green	It has got a balcony with	experience	elements
				a relative who is	Daytime	(that is	of the house on	Green	barbecue for grilling.	that were	(e.g., living in a villa
					Daytime	-		р.	There are three gray		which is on the
				a manicurist;,	M/h ava	referring to	the ground).	R:		described	
				Diba's mom has	Where:	Diba,		Grey,	paths in order to access	in her story	mountain; her drawing
				told her if she	In the villa on	herself).	- Her parents that	Yellow,	the villa through the	were not	shows the interaction
				did not chew her	the mountain		are in the home	Blue	mountains.	positive	with the big tree,
				nails, she would	and	Secondary	(invisible in the			ones.	mountains, green
				take her to	in the	Characters:	drawing)	Very limited:	A girl and her family live		environment, and water).
				Shima for	surrounding	The girl's		Orange,	in that villa.		
				manicure Diba's	(green)	parents	- A villa on the	Red	Sometimes, the girl is		- Being in the high place
				nails)	environment.		mountains		allowed to play in the		and having the bird's eye
									balcony. But since its		view
							- The mountains		safety rail is not high		(e.g., e.g., living in a villa
									enough, playing there is		on the mountain; playing
							- The grass		dangerous and she may		in its balcony; and having
									fall from the balcony.		the bird's eye view from
							- A tree				the villa).
an									One day, the house was		
<u>-</u>							- A pool with many		on the fire. When the girl		- Facing the danger;
gu ,							fishes.		came near the window,		having an accident; and
ehr کو 15									unfortunately she		frightening and risk-
15 A S							- A fish next to the		suddenly fell out of the		taking experiences
ا , ir روي 70.							pool		window on the ground.		(e.g., playing in the
dergarten, in Teh کونک آوین :ersian Date: 26.07.2015							(it has jumped out		Since her parents could		balcony which is
an an							of the water)		not find her at home,		dangerous; jumping from
erg ersi									they got worried.		the window of the
Avin Kindergarten, in Tehran, Iran (مهد کودک آوین (مهد کودک آوین Date: 26.07.2015							- An ambulance				burning house; falling out
돌 드									After looking for their girl		of the window on the
Ä									for a while, they found		ground and getting
Á									her outside on the		injured; calling an
									ground. They called the		ambulance; going to the
									Ambulance to take her to		hospital; trying to save
									the hospital.		the dying fish which is
											out of the water; not
									There was a pool outside		getting close to the pool
									with many fish.		which has many fish).
									No and annual desired the		Canaa af man a cana 11.11.
									No one approached that		- Sense of responsibility
									pool; because the fishes		and sympathy
									moved fast and jumped		(e.g., trying to save the
									up and down in the		fish which is out of the
									water.		pool).
									There was a fish out of		- Family-oriented
									the pool. It had jumped		experiences; grilling and
									out of the water. The girl		eating
									saw that fish and wanted		(e.g., playing at home
									to save it; she aimed to		and grilling in the balcony
									take/lift that fish gently		with her parents).
				j		1	1	1	take/ int that hish gentry	L	with her parents).

			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.	

	No. 137	Воу	6	-	No. 137:	- Siavash,	No. 137:	No. 137:	No. 137:	Drawings	- Experiences and
	110. 157	(Siavash)	years old			himself	- The sky		It was night. Siavash was	No. 137,	characters influenced by
		(Sidvasii)			Weather: -		- The moon	D: Blue,	on the boat with Iran's	No. 138,	the cartoons, cartoon
	&					- Three	- The stars	Green	flag.	and No.	characters, movies,
					When:	men who	- Siavash: he is on		He did not know where	139 are	computer games, or
	No. 138				At Night-time	are the	the boat, sailing in	R: Brown,	he was. He was lost in the	relevant	story books;
	140. 150				&	inhabitants	the sea.	Black	sea.	and	Adventurous travelling
					In Daytime	of the island	- The boat		After a while, he reached	respectivel	to interesting
	&				-	(the	(Siavash's boat)	Very limited:	an island that had 3	y describe	destinations and exciting
					Where:	imaginary	- The sea	Red,	inhabitants; there were	the scenes	experiences
	No. 139				- In an island	characters	- The island	Ochre	three men that lived	of the	(e.g., getting involved in
	140. 155				which is	created by	- The coconut tree		there.	same story.	an adventures story and
					sinking.	Siavash).	- The inhabitants		When Siavash reached		exciting experiences:
					- On the boat		of the island (3		that island, one of the		sailing the boat and
					in the Sea.		men); person A is	No. 138:	men was fishing (person		getting lost in the sea;
							eating turkey and		C), the other one was		finding an island;
					No. 138:		fish at home;	Green, Green	grilling (person B), and		meeting new people on
an J							person B is grilling	Blue	the third one was eating		that island; humping
ا <u>د</u> ر ع					Weather:		and person C is		at home (person A).		from the plane ,
ran,					Sunny		fishing.	Very limited:	There was a wooden		parachuting and
Teh کو دک 2015							- A wooden house	Black,	house in the island that		skydiving; discovering a
[2 2.					When: In		on the island.	Yellow,	those 3 men had built		new land for living; and
i, c, g, 2, 0.					Daytime		- Two doors (one	Pink	that.		building a new house).
Avin Kindergarten, in Tehran, Iran (مهد کودک آوین (مهد کودک آوین Date: 26.07.2015					M/h ava		of them is a secret		Since the island was		Baine in the high place
ga sia te:					Where: - On the boat,		door). - A wall (outside		sinking, Siavash aimed to save them.		- Being in the high place
der Pers Da					in the sea.		the house) which	No. 139:	Because of that when		and having the bird's eye view
i Śin					- In the		has electricity to	100. 139.	Siavash asked them if		(e.g., being airlifted by
<u>=</u> =					helicopter.		protect the house.	D: Green	they wanted to be saved		the helicopter; flying in a
A A					- In the sky		- The wooden	D. Green	by Siavash from the		helicopter and in an
					(skydiving by		furniture inside	R: Brown,	sinking island, they		airplane; jumping from
					the		the house.	Yellow	agreed.		the plane; using the
					parachute).		- Kitchenware and		Thus, they (the three		parachute (parachuting)
					- In the		confectionery	Very limited:	men) damaged their		and skydiving).
					airport.		utensils	Orange,	wooden house and took		, 0
					- On the		(inside the house)	Blue,	the wood pieces with		- Using play equipment,
					plane.		- The cooked	Pink	themselves to the boat.		elements, toys, tools and
					- In a garden		turkey which is on		Siavash took them all out		settings
					in a new land.		the table (inside		in his boat (with their		(e.g., sailing the boat;
							the house).		wooden pieces).		using the parachute
					No. 139:						(parachuting); and using
							No. 138:		No. 138:		the fishing equipment).
					Weather: -		- The sea		They asked for help from		
							- Siavash's boat		a helicopter that was		- Sense of Control,
					When:		- Siavash and the		flying nearby.		Power, Responsibility,
					In Daytime		tree men who are				

		Where: In a	his new friends	The rescue helicopter,	and Strength; Being a
		garden in a	(invisible in the	transports them to the	hero
		new land.	drawing).	airport.	(e.g., helping and saving
		inest iunus	- The helicopter	At the airport, they get on	the people who live in
			- The airport	the airplane.	the sinking island).
			(invisible in the	They jumped out from	cire simming islama,
			drawing).	the airplane using their	- Physical Play and
			- The plane	parachute.	Activities; Sport
			- The man who is	They landed on a garden.	(e.g., boat riding;
			jumping from the	mey landed on a gardem	climbing the rope that
			plane with the	No. 139:	was hung from the
			parachute and	In that green	helicopter; jumping from
			landing on the	environment, they built a	the plane; using the
			garden in the new	new house with the	parachute (parachuting)
			land.	timbers – the long	and skydiving).
			- A garden in the	wooden pieces of their	and skydiving).
			new land	old house structure (on	- Frightening experiences
			- The grape tree	the sinking island) that	and adventure; Risk-
			and flowering	they took with	taking experiences and
_			trees in the garden	themselves.	courage
Iran			- The new house in	themselves.	(e.g., boat sailing in the
<u>-</u> 1			the garden in the	They watered the trees	sea at night; going to a
Avin Kindergarten, in Tehran, (مهد کودک آوین In Persian: المهد کاری Date: 26.07.2015			new land.	and herbs. The grape tree	sinking island and saving
Fet 20,115			new land.	and the tree with flowers	the people who live
in ا ک ک				grew up perfectly.	there; climbing the rope
n, الراق.			No. 139:	Sivash really likes grape.	that was hung from the
ndergarten, in Tehr: د کودک آوین Persian: Date: 26.07.2015			- The garden in the	Finally, they stayed	helicopter; jumping from
ga siaı te:			new land	forever in that garden	the plane; parachuting
der er: Da			- The grape tree	and lived in their new	and skydiving; living and
line n P			- The flowering	house.	hunting in the jungle that
 			trees	They hunted (the birds	has animals like snake
\\\\			- Their new house	and animals) and grilled	and scorpion).
`			which has been	them.	and scorpiony.
			made of timber	They were enjoying their	- Destroying;
			(the wooden	life there; they were	Manipulation;
			pieces).	walking in the garden,	Constructive Play or
			They themselves	and seeing various	Activity, and Creative
			have built their	animals like snakes and	Activity And Creative Activity
			house.	scorpions -both alive and	(e.g., destroying the old
			- A staircase to	dead.	wooden house and
			access the upstairs	dead.	building a new house
			access the upstairs		with the timbers).
					with the timbers).
					- Water-based
					experiences
					(e.g., boat sailing in the
					sea; fishing in the sea).
					sea, fishing in the sea).
					- Planting the trees and
					flowers in the garden;
					watering them and

					enjoying watching their growth stage in the nature (e.g., planting a grape tree and several flowers and watering them).
					- Picking the fruits from the tree and eating them (e.g., picking the grapes from grape tree in the garden).
					- 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).
					- Close interaction with the nature and natural elements (e.g., interaction with the sea, the island, the sky, the trees, and the flowers).
					- Hunting, Cooking or Grilling, and Eating (e.g., turkey hunting and grilling that).

Place & date of creative	Reference no. of the drawing	(parti	he child cipant e session)	(explored throu		bout the child's drange child about the s		tory arching in the drawing)		Interpretation and categorization		
session		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)		

No. 140	Girl	6	"Garden"	Weather: Sunny	Main character:	- Hora, herself	D:	Hora has drawn a garden.	- Close interaction with the
	(Hora)	years old			Hora, herself	(invisible in the	Green,	The weather is sunny and	nature and natural
	(11010.)	,		When:	(invisible in the	drawing)	Green	great.	elements; being interested
				In Daytime	drawing)			Hora finds, the sun and	in an especial occupation or
				•	<i>3.</i>	- The cherry tree	R:	clouds really beautiful.	skill
				Where:		, , , , , , , , , , , , , , , , , , , ,	Blue, Yellow	,	(e.g., living in the house
				In a Garden	Secondary	- The sun	J	The garden is full of flowers	which is in the middle of the
				iii a Garaeii	characters:	ine san	Very	and butterflies.	green environment (like a
					Her parents	- The clouds	limited:	and buttermes.	garden); exploration in the
					(invisible in the	- The clouds	Red,	Hora has planted a tree; she	garden; being interested in
					•	The flowers		-	-
					drawing)	- The flowers	Orange,	sees that the tree is full of	gardening and farming;
						- The butterfly	Black	cherries.	being interested in planting the trees and flowers;
								She shows an imaginary area	watching the flowers and
						- A house which is		outside the drawing on the	butterflies).
						where Hora and her		right side; she says that she	,
						parents live (invisible		is there, planting another	- Being outdoors
⊆						in the drawing)		tree.	(e.g., being in the garden
r, Ira						in the didwing,			and exploring that).
פֿ						-		She shows an imaginary area	
Tehi) (مخرن								outside her drawing on the	- Being indoors
F 3								left; and says that there is a	(e.g., being at home with
1, II 8 & 4 115								house there that belongs to	her family, helping them
8 <u>a</u> 8								a family (including the	with the household chores,
ary School, ا می آیین روشن 27.07.2015								mother, daughter, and	playing with her toys,
۷ کریا 7.0								father). She meant her own	holding a party at home and
10 5								family.	inviting their friends).
loshan Prima (In Persian: ਂ Date:								The Mother is tidying up the	- Family-oriented
ha Pe								home. She helps her mom.	experiences; sense of caring
(In								She plays with her toys at	(e.g., spending her time with
								home; when the playing	her parents at home or in
ene								finishes, she puts her toys	the garden; helping them
Аее								away (i.e., putting them in	with their chores including
								the place where they are	household chores or
								usually kept).	gardening).
								The father is a farmer and	- Holding a party and
								works in their garden.	getting together
									(e.g., inviting their neighbors
								The parents invite their	over).
								neighbors, to their house.	,
								They wait enthusiastically	- Being surprised and
								for their neighbors (guests)	receiving reward
								to arrive and come to their	(e.g., receiving the rewards
								home.	like new stickers or new
								nonic.	dolls from her parents for
								The activities of the	
								The activities of the	helping them).
								daughter of the family	Discrete discrete
								(Hora):	- Planting the trees or
									flowers and enjoying

		- She is interested in helping	observing their growth
		her parents with their	stages in the nature
		chores: helping her mother	(e.g., planting a cherry tree
		with household chores and	in the garden; enjoy
		helping her dad with farming	watching the cherries on th
		in the garden.	tree).
		- Sometimes she receives	- Enjoyable waiting and
		rewards (like a new doll or	being surprised
		stickers) for helping her	(e.g., waiting
		parents.	enthusiastically for their
			guests to arrive; waiting to
		- Hora mentions that she	receive the gifts from the
		likes girlish	parents; waiting for the
		rewards/gifts/toys.	cherry tree to bear fruit).
		rewards/girts/toys.	cherry tree to bear marey.
		- She is interested in playing	- Socialization; holding a
		with her dolls and toys at	party
		home or in the garden.	(e.g., inviting her friends a
			neighbors over; playing wi
		- She likes to play with her	her friends at home and or
		friends; for example, they	in the garden).
		get involved in a role play	
		like "mom-aunt-child" game.	- Sense of responsibility,
		They also paint together;	supporting, caring, and
		sometimes she frames her	hospitability
		paintings/drawings and	(e.g., helping her parents
		keeps them as pictures.	with their chores like
		Hora and her friends also	household chores, farming
		play with the dolls, LEGOs or	or gardening).
		Domino tiles.	or garaciig,.
			- Playing with the play
			equipment, elements, toy
			and settings
			(e.g., playing –with her
			friends— with dolls, LEGOs
			Domino tiles; and drawing
			with colored pencils).

	No. 141	Girl	6	"The garden of	Weather:	Main characters:	- A garden (with	D:	She and her friends are on	It seems	- Close interaction with the
	No. 141		6	river"		Solaleh, herself	trees and a river)	Blue	the swings in the garden	Rana is	nature and natural
		(Solaleh)	years old	river	Sunny	and her friend	trees and a river)	blue		Solaleh's	
					When: In		A playing appea	р.	(she did not mention that it	close	elements and spaces (e.g.,
					Daytime	Rana	- A playing space (park) near the	R: Green,	was a playground).	friend; they	going to the garden with her friends and playing there;
					Daytille	Secondary	garden		They were swinging; they	both	fishing and swimming in the
						characters: other	garuen	Brown, Yellow,	were waiting for the rest of	participate	river; going to the park—a
					Where:	friends (invisible in	- Solaleh, herself	<u>-</u>	their friends to arrive and	d in the	
					In a garden,	the drawing)	(she is swinging)	Red, Orange	join them in order to play	Creative	green playing space; interaction with the fruit
					which has got a	the drawing)	(Sile is Swillgilig)	Orange	along and in the river, in the	Session.	trees and butterflies).
					river and in a		- Her friend, Rana	Very	garden.	36331011.	trees and buttermes).
					playing space		(she is swinging)	limited:	garden.	Visually,	- Being outdoors
					(park)—near		(Sile is swillgilig)	Pink	They like fishing in the river	half of her	(e.g., going to a garden;
					the garden—		- Other friends	PIIIK	and playing in the water	drawing	going to the park).
					with play		(invisible in the		with a swim tube (swim	represents	going to the park).
					equipment (like		drawing)		ring).	autumn	- Socialization and getting
					a swing).		urawing)		11118).	(the	together
⊑					a swiiig).		- The swing(s)		The tree of the garden is a	landscape	(e.g., spending her time with
<u> </u>							The swing(s)		fruit tree (like a cherry or	of the	her friends and playing with
Jr.							- The slide		apple tree).	garden)	them; going to a garden or
عَدْ ﴿							The shae		apple tree/i	and	park with her friends and
Teh (معربً							- A river		They also play with	another	celebrating her friend's
트 및							11110		butterflies (following and	half	birthday).
اااما ق آز 10							- A Tree (a cherry		catching the butterflies).	represents	
ا School, اا 4 ی آیین روا 7.07.2015							tree or apple tree)		,	spring or	- Holding a party and
Roshan Primary School, In Tehran, Iran (مدرسه ی آیین روشن (مدرسه ی آیین (الهن Jare: 27.07.2015)							with fallen leaves		Then, they go to the playing	summer	celebration
ary شين 27.									space (a park) near the	(the view	(e.g., celebrating her
Prima sian: ¿ Date:									garden. There, they use play	of the	friend's birthday with other
P. P. Sis							(somehow bare and		equipment like playing on	park/playin	friends).
Per							leafless)		the slide and the swing.	g space).	·
Roshan Prim (In Persian: Date											- Surprising someone;
							- The sun		It is also one of her friends'		Giving gifts
ene									birthday; thus, they want to		(e.g., planning and holding a
Aee							- The cloud		surprise her and buy a cake		birthday party, buying the
									and a gift (a Barbie doll) for		birthday cake and gift (a
							- Two butterflies		her.		Barbie doll) for her friend).
									They buy a Cinderella		
									Birthday Cake for their		- Playing with play
									friend.		equipment, elements, toys,
											and settings (e.g., playing
											on the swing and slide in the
											park).
											- Water-based
											entertainment and
											experiences
											(e.g., fishing in the river;
											swimming and playing in the
											river and using the swim
											tube).

				- 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).

	No. 142	Girl	6	"The day of	Weather:	Main characters:	- Rana, herself	It is	She goes to the park ("Sadaf	She knows	- Being outdoors
		(Rana)	years old	joy"	The weather is	- Rana, herself.		colorful.	Park") with her mom.	"Sadaf	(e.g., going to the park).
					sunny but it will	- Her mother.	- Her mother			Park" and	
					rain soon.			Green,	She plays in the park and	usually	- Family-oriented
						Secondary	- A park and its	Green	uses the play equipment and	goes there	experiences
					When:	characters: Her	playing equipment	Brown	settings like the slide, the	with her	(e.g., going to the park with
					In Daytime	friends.	like a slide, a spinner	Blue	spinner, and the teeter-	mom.	her mom).
							—a circle-shaped	Blue	totter.	She had	
					Where:		equipment which	Red		experience	- Playing with the play
an an					In an outdoor		rotates when people	Yellow	She picks the cherries from	d the	equipment, elements, toys,
=					public park; its		walk on that, a	Orange	the tree and takes them	things that	tools, and settings (e.g.,
rar					name is, "Sadaf		seesaw (teeter-	Skin color	home.	she	playing on the slide, using
Teh (علی)					Park".		totter).	Purple		mentioned	the spinner, and playing on
E }									Rana and her friends follow	in her	the teeter-totter in the
1, 1 6 4 115							- A cherry tree		the butterflies in order to	story.	park).
School, ک آئین رو ی آئین رو .07.201!									catch them.		
ا مان ان ر							- The flowers				- Physical Play; Sport (e.g.,
> 4 7.									Rana attends the skating		skating in the park;
nai :: ວ່							- The name of the		class/course which is held in		following and catching the
Aeene Roshan Primary School, In Tehran, Iran (مدرسه ی آیین روشن (الله عیدر الله عید) Date: 27.07.2015							park written on the board ("Sadaf		"Sadaf Park".		butterfly).
har Pe							Park").				- Picking and eating the
lsos											fruits
a E							- The mountains				(e.g., picking the cherries
e e											from the trees and taking
Ae							- The cloud				that home).
							- The sun				- Close interaction with the
											nature and natural
											elements and spaces (e.g.,
											interaction with the
											mountains, flowers, trees,
											and the butterflies in the
											park).

Sumpty Winder; Cold Gold Sumpty Winder; Cold Sumpty Winder		No. 443	C: ul	<i>c</i>	"Calendula	Weather:	Hasti, herself	- Hasti, herself with a	It is	Hasti is in the park.	- Being outdoors
Cold When: In Daytine Where: In the garden Where: In the butterflies are flying. The butterflies are flying. Where the garden Where: In the butterflies are flying. Where the want to get garden the mountains; According to Mash; they want to five in a warmer In the garden Where: In the butterflies are flying. Where the want to get garden the mountains; According to Mash; they want to five want to fi		No. 143	Girl	6			nasu, nersen			-	_
When: In Daytime Where: In the garden Where: In the park; In the butterflies and then, she goes on the butterflies and make the mountains, want to live in a warmer climate. In the warmer climate warmer climate. In the warme			(Hasti)	years old	riower			nower in her hand.	coloriul.		
When in Daytine the paral. Brown, winging, swinging, swi						Colu		Various tures of	Green		playing there)
Where: In the garden Where: In the wind; the garden Where: In the warden Where: In th						Whom In		1			Dloving with the slow
Where: In the garden Where: In the birds (red ones and blue ones) are impariting toward the mountains, According to heart, they demonstrate the mountains, According to heart, they demonstrate the mountains, According to heart, they demonstrate the mountains, Observing the forest and butterflies observing the price and the window observing the price and the window observing the price and the garden observed the mountains, Observing the mountains, Observing the price and the window observing the price and the window observing the price and the window observed the mountains, Observing the price and the window observing the price and the window observing the price and the window observed the mountains, Observing the price and the window observed the mountains, Observing the thirt stance of the window observed the mountains, Observing th								· · ·	_		
where: In the garden In the garden The butterfiles are fifting, The butterfiles field the birds to carry their fallen eggs. The butterfiles are fifting, The butterfiles are fifting, The butterfiles field the birds are butterfiles, in her order their eggs from falling due to the wind), The butterfiles field the birds are butterfiles and butterfiles and butterfiles are butterfiles file the file and interactions in the nature and natural the mountains; The butterfiles file file file and interactions in the nature. The butterfiles file file file file file file file file						Daytime		tne park).		swinging.	
are two groups of Red, purple Red, -Two bird's segsTwo bird's segsTwo botterfiles -The douds -The sun -The sky The sky-The sky -The sky-The sky-											_
birds: birds ones and red ones. - Two birds' segs. - Two birds' segs. - Two birds' segs. - Two birds' segs. - Two butterfiles - The clouds - The swings - The birds fred ones and blue reduced the mountains; - The swings - The swing									_	The butterflies are flying.	(e.g., swinging in the park).
Purple new Jar migrating toward the mountains; According to Hast), they want to live in a warmer climate. The clouds - The clouds - The sun - The swings - The swings - The swings The swings - The swings The swings -						In the garden					
the mountains; According to Hast, they want to like in a warriner climate. - Two butterflies - The clouds - The regard of the birds fall down from the nest because of the wind; thus, the birds develop a solution to prevent that which is locking the innest (like locking the home's door). The swings - The swings interested in warching and picking the flowers in the park, observing the munchalist, belt swings in the nature and their in the swings in the nature and their in the swings in the nature and twing to find solutions for example, they lock their mast their engags in the nature and twing to find solutions for example, they lock their mast to prevent their in the swings in the nature and twings to swings in the nature and twi										-	
According to head, they want to live in a warmer climate. - Two bird's eggs. - Two botterflies - The clouds - The clouds - The sun - The sun - The sty - The sky - The swings ntersetted in waxching and switch slid to switch slid the filter and their file and the filter and their files in the mature and twing the swings in the nature and twing the swings in the nature and twing the swings in the s								red ones.	Purple		
The douds - The clouds - The sun - The swings - The butterflies help the birds to carry their fallen eggs. - Being in an imaginary world with imaginary experiences, Make believe play (i.e., an understanding the communication between birds and butterflies; in the story the burterflies help the birds to carry their fallen eggs. - Being in an imaginary world with imaginary experiences, Make believe play - Being in an imaginary world with imaginary experiences, Make believe play - Being in an imaginary world with imaginary experiences, Make believe play - Being in an imaginary world with imaginary experiences, Make believe play - Being in an imaginary world with imaginary experiences, Make believe play - Being in dependent (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 the nature and tr										-	
Two butterfiles 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 the home's door). The swings The swings The swings The birds develop a solution to prevent that which is locking the home's door). The birds and butterfiles and their life and interactions in the nature). The birds are birds and butterfiles and their life and interactions in the nature). The birds are birds and butterfiles and their life and interactions in the nature). The birds are birds and birds the prevent the birds are birds and birds the prevent world with limaginary experiences; Make-believe play a large state of the birds are the								- Two bird's eggs.		According to Hasti, they	(e.g., being interested in
The clouds The eggs of the birds fall down from the next because of the wind, thus, the birds develop a solution to prevent that which is locking the next (like locking the home's door). The swings The butterflies help the birds to carry their fallen eggs. The butterflies help the birds to carry their fallen eggs. The butterflies help the birds to carry their fallen eggs. Descring the mountains, birds, and the butterflies) and their life and interactions in the nature (e.g., observing the home's door). The butterflies help the birds to carry their fallen eggs. The butterflies help the birds to carry their eggs, the birds fall down from the next life and interactions in the nature. The butterflies help the birds to carry their eggs, the birds fall down from the next life and interactions in the nature (e.g., observing the home's door). The butterflies help the birds to carry their eggs, the birds fall down from the next life and interactions in the nature which is constituted by the fall the properties of the birds and their life and interactions in the nature and their life of the birds and their life ggs, carring about the life of the birds and their life ggs in the nature and trying to find solutions for supporting and their life of the birds and their life of their										want to live in a warmer	watching and picking the
The clouds 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 the home's down. The swings The butterflies help the birds to carry their fallen eggs. The butterflies help the birds to carry their fallen eggs. The butterflies help the birds to carry their fallen eggs. - 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 and their eggs the bird								- Two butterflies		climate.	flowers in the park;
down from the nest because of the wind; thus, the birds develop a solution to prevent that which is locking the home's door). The swings The swings The butterflies help the birds to carry their fallen eggs. The butterflies help the birds to carry their fallen eggs. Being in an imaginary world with											observing the mountains,
Commination between birds and butterflies; in her story the butterflies help the birds to carry their eggs; 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								- The clouds		The eggs of the birds fall	birds, and the butterflies).
Commination between birds and butterflies; in her story the butterflies help the birds to carry their eggs; 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	au									down from the nest because	
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 sumple, she is alone in the park).	=							- The sun			- Interaction with the
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 sumple, she is alone in the park).	an,										animals. birds. and insects:
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 sumple, she is alone in the park).	र्हे र							- The sky		-	
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 sumple, she is alone in the park).	m 3							,		-	-
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 sumple, she is alone in the park).	트 ᅻ ᅜ							- The swings		-	-
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 sumple, she is alone in the park).	اهار) اهار) 11:0							3 3 3			
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 sumple, she is alone in the park).	무 중 중 2.									The hutterflies help the hirds	
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 sypporting and solutions for example, they lock their nests to prevent their eggs from falling due to the wind).	λ 3 c.										the natarey.
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 park).	E 2 2 2									to carry their ranen eggs.	- Reing in an imaginary
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 sypporting and solutions for example, they lock their nests to prevent their eggs from falling due to the wind).	te: 3.										
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 sypporting and solutions for example, they lock their nests to prevent their eggs from falling due to the wind).	Pr Sia Da										
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 sumple, she is alone in the park).	an										•
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 sumple, she is alone in the park).	sh n F										
birds and butterflies; in her story the butterflies help the birds carry their eggs; the birds carry their eggs; the birds carry their eggs from fall ing 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											_
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 tryings to find solutions for supporting and	e e										
birds to carry their eggs; the birds can think and flind a 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											-
birds can think and find solutions for example, they lock 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 trying to find solutions for supporting and	⋖										
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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											• • •
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											•
- 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											
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											to the wind).
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											
- 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											
(e.g., caring about the life of the birds and their eggs in the nature and trying to find solutions for supporting and											she is alone in the park).
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(e.g., caring about the life of the birds and their eggs in the nature and trying to find solutions for supporting and											_
the birds and their eggs in the nature and trying to find solutions for supporting and											_
the nature and trying to find solutions for supporting and											
solutions for supporting and											the birds and their eggs in
											the nature and trying to find
, and the second control of the second contr											taking care of them).

	No. 144	Girl	6	"The jungle of	Weather: -	- Parmis, herself	- Parmis, herself	D:	- The machine (a robot) that	- Experiences and
		(Parmis)	years old	animals"				Blue	picks up and collects the	characters influenced by
		`	*		When: In	- Her dog	- Her dog	Yellow	trash in jungle.	the cartoons, cartoon
					Daytime			Black		characters, movies,
						- Different animals	- Three tigers	Green	The tiger that is close to the	computer games, or story
					Where:	that live in the		Brown	(flowering) tree, kicks it so	books
					In the jungle.	jungle including:	- A machine (like a		that its flower falls down.	(Developing her story based
						the tigers, etc.	robot) that collects	R:		on the life of wild animals in
							the trash in the	Pink	The two other tigers are	the jungle (she had seen
							jungle	Orange	playing with each other	several animal species in the
								Red	(rough-and-tumble play).	Zoo and also in the TV).
							- The butterflies	Purple	These three tigers are	
							- The sparrows		friends.	- Close interaction with the
							- The birds	Very		animals, birds, or insects;
							- The dragon that	limited:	Parmis strolls in the jungle	sense of caring for the
							does not have teeth	Skin color	with her dog.	animals
							(its name is "without		She also rides the tiger and	(e.g., having her own pet—a
än							teeth")		explores the nature (in the	dog; living in a tent in the
<u>-</u>							- The sun		jungle).	jungle with her family and
jan jan							- The clouds			various animals; having a
Tehran, Iran (مدریا									There is a hole in the tree,	close relationship with the
							- There is a big tent		which is like a home for	animals and birds like
7 ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '							that is considered as		sparrows.	interaction with her dog, the
00 14: 20:							her family's house—			tigers, the dragon, the
Sch 3,0,0							where Parmis and		The sparrows fly to their	sparrows, and the
ر کر اور ای کی گی این این این این این این این این این ای							her parents live— in		home (the hole in the tree)	butterflies; providing a
nar ::2::2							the jungle. It is		to feed their baby sparrows	space in the tent for the
ا Primary School, Ir که ی آیین روشن Ersian: Date: 27.07.2015							invisible in the		(fledglings).	animals to stay and rest).
Roshan Primary School, In سه ی آیین روشن (In Persian: عا) Date: 27.07.2015							drawing.			
tha Pe									The butterflies fly to the sun.	- Close interaction with the
Sos							- The big tent (their			nature, natural elements;
e e							house) has got		The black dragon that	Having environmental
Gen							different rooms for		Parmis has called it "without	awareness
Aee							all the animals to		teeth", is flying.	(e.g., living in the jungle;
							stay as well.			taking care of the nature;
									After strolling in the jungle	cleaning the nature by a
									with her dog and tigers, she	machine (an automatic
									tells them that she is sleepy	device); interacting with the
									and tired.	trees, flowers, animals, birds
										and insects).
									Then, they go together to	
									their big tent.	- Having environmental
									There is a bind out that to	awareness; sense of
									There is a big tent that is	environmental
									considered as her family's	responsibility; sense of
									house—where Parmis and	invention
									her parents live— in the	(e.g., taking care of the
									jungle. It is invisible in the	nature; cleaning the jungle
									drawing.	by a machine which is an
										automatic device that picks
										up and collects the trash).

				(e.g., having a great view from the tent to the green spaces with flowers and trees in the jungle). - Being in the high place (e.g., being on the tree where the sparrows live; being on the top floor of the tent). - Resting in peace and quiet (e.g., resting and sleeping in the tent). - Physical Play (e.g., rough-and-tumble play with the animals like her dog and the tigers; riding the tigers and the winged dragon).
				robably she meant that it was not dangerous). - 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").

	No. 14E	Girl	6		Weather: -	- Shayli, herself	- Shayli, herself and	Purple	Her mom has allowed her to	Shayli has	- Being outdoors and
	No. 145	(Shayli)	years old	"The fragrant	weather.	- Shayii, nersen	her friend (Noora)	Orange	go out with her friend,	adopted	socialization
		(Silayii)	years old	garden"	When: In	- Her friend, Noora	ner mena (noora)	Yellow	Noora after kindergarten	the name	(e.g., going to the park with
					Daytime	,	- The sun	Red	(time).	of "Ava"	her friend).
					','	- A snake which is		Brown		from the	,
					Where:	called "Ava"	- The clouds	Pink	Shayli and Noora are the	name of	- Close interaction with the
					In a (fragrant)			Green	same age and were born on	one of her	animals, birds, and insects
					garden which		- Two birds that are	Blue	the same day.	friend that	(e.g., interaction with the
					has got play		flying.			is older	flying birds, winged snake,
					equipment and				Shayli and Noora go to a	than Shayli.	and the butterflies).
					settings.		- The winged snake		garden together.		
							(called "Ava") which		Shayli is jumping on the	Shayli and	- Imaginary experience and
							is flying.		trampoline.	Noora are	creature
									They jump in order to reach	the same	(e.g., riding the winged
							- A butterfly		the birds who are flying high	age and	snake).
									above them; but they can't.	were born	
_							- A swing			on the	- Physical Play
<u>ra</u>									Then, they swing and both of	same day.	(e.g., jumping on the
, r							- A slide		them fall on the winged	The Co	trampoline).
ıra (A trampalina		snake that is called "Ava".	The focus	Daing in the high place
Tehı (هدن							- A trampoline		The winged snake can fly;	of the story is on the	- Being in the high place
_ ₹ ⊒ ′									thus, in order to reach the	children's	(e.g., jumping on the trampoline in order to
ary School, ا كى آيين روشن 27.07.2015									birds, Shayli and Noora ride	interaction	approach the flying birds;
ا ا الليان 7.20									the winged snake that flies.	with	riding the winged snake;
S, 3.									the winged shake that hies.	animals	riding the flying birds).
ا ج ^ق 2 :									When they reach the birds,	and birds.	Traing the riying birds).
Prima sian: ¿ Date:									the flying birds carry them		- Flying
Pr Sisa Da									(riding the flying birds). One		(e.g., riding a winged snake
- Pel									bird carries Shayli and the		which is flying; riding the
Roshan Primary School, In Tehran, Iran (امدرسه ی آبین روشن (مدرسه ی آبین روشن) Date: 27.07.2015									other one carries Noora.		flying birds).
sene									After a while, the birds		- Using the play equipment,
Аее									throw Shayli and Noora on		play elements, and toys
									the slide.		(e.g., swinging and sliding in
									After sliding, they follow the		the park—using the swing
									butterfly in order to catch it		and the slide).
									and take it home.		Fantacy stony Imaginary
									When the flying snake ("Ava") sees their butterfly		- Fantasy story; Imaginary
									(it is like a sign), it lands on		(e.g., riding the winged
									the ground and takes Shayli		snake).
									and Noora for flying in the		Shakej.
									sky.		- 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

				children show the butterfly to the snake as a sign, it lands on the ground and takes them for flying in the
				sky).

Place & date of creative	Reference no. of the drawing	(parti	he child cipant e session)	(Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)							
session		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)	

	NI- 44C	C:-I	7		Weather: -	- Parnian drew the	-A landTwo queens:	D: Red, Pink	The day that Parnian's mom	D.	eing indoors; Family-
	No. 146	Girl	,	-	weather: -	story that her	-A land I wo queens:	D. Red, Pilik	is telling or reading her a		ented experiences
		(Parnian)	years old			mom had read to	- The pink queen:	R: Green,	fantastic story, is really		g., spending time with her
					When: -	her (from a story	She is a bad queen;	Purple	enjoyable for her.		m at home like listening
					Wileii.	book).	she has a crown on	ruipie	enjoyable for her.		he story that her mom is
						bookj.	the head and money		Parnian drew the story that		ding or telling her).
					Where: -		and jewelries of the		her mom had read to her	Teat	unig of tennig her).
					Wileie.	The characters of	people in her hands.		(from a story book).	_ DI-	aying in peace and quiet;
						the story are two	people in her hands.		(ITOIII a Story book).		ng interested in reading
						queens.	- The red queen: she		The story:		istening to the stories
						queens.	has a crown on the		There was a land.	01 11	isterning to the stories
							head and candles in		That land (or city) had a bad	- A t	fantasy story based on a
							her hands that		selfish queen who took		ytales; Experiences and
							lighten her way in		people's money (by force)		racters influenced by
							the jail.		and deprived them of		cartoons, cartoon
							the jum		money.		racters, movies,
									She did not manage the		nputer games, or story
Ę							- A kind angel who		land truthfully.	boo	
<u> </u>							came down from the		lana a aaman,		g., fighting between the
an,							sky to the land		One day a kind angel came		od and evil queens;
ehra (ब्र-							(invisible in the		down from the sky to that	-	eiving advice and support
Te دريد ssic							drawing).		land.		m an angel in order to
in کو: Se:									She told one of the capable		e the good queen;
ool, ق آیا rst :									boy of that land: "you and		ting the local people
choc آپین آبین (Firs							- A capable boy of		other people should do		inst the evil queen and
y Sc روئا 15 (the land		something to save your	_	e the good queen who
Roshan Primary School, in Tehran, Iran (امدرسه ی آبین روشن (مدرسه ی آبین روشن) Date: 29.07.2015 (First Session)									land".		been in the jail).
Xoshan Primaı (In Persian: ٺ Date: 29.07.20									In the beginning it was	- Se	nse of victory, power,
hal Pe									challenging but they united	and	I success; sense of caring
Rosha (In Pe Date:									against the bad queen and		g., uniting the local
ne R									they could defeat her; they	peo	ple against the evil
A)									saved the good queen who		en and defeating her
Аее									was in the prison and set	_	ether; saving the good
									her free.	que	en from the jail).
									After that time, the good		nse of humanity, justice,
									queen who was really kind		l salvation
									and honest managed the		g., uniting the local
									land truthfully.		ople against the evil een and defeating her;
									Parnian always enjoys		ing the good and kind
									listening to her mom when		en – who cares about
									she reads or tells her great		people and manages the
									stories.		d truthfully— from the
										jail)	•
									Sometimes she reads a	,=,	
									storybook to her mom as		
									well. She enjoys hearing or		
									reading stories a lot.		
	İ	<u> </u>	<u> </u>		1	1	1	1			

	No. 147	Girl	7 -	Weather: -	- Helia, herself and	- Helia and two of	D:	One day that Helia and her	In the real	- Being famous
	140. 147	(Helia)	years old		two of her close	her friends (Parnian	Pink, Red,	friends were playing	context,	(e.g., forming a band of
		(Helia)	years ord	When: -	friends (Parnian	and Dena)	Orange	together, an angel came to	these three	three which does
				10110111	and Dena)		orange	them and told them that	friends were	performances including
				Where:	and Denay	- A theater hall or		she wanted to set a studio	designing a	dancing and singing;
				Indoors, in a		studio for their	R:	for them to perform their	dance	releasing their album (on
				theater hall		performances	Blue, Black	performances (including	together	CD); and getting famous and
				(for dancing,		•	blue, black		-	
				`		including singing,		singing, dancing, acting, and	and	popular among people).
				singing, acting,		dancing, acting, and		playing or recording music).	practicing	Casialization, toom
				and playing		playing or recording		That was what they always	that (in the	- Socialization; team
				music)		music.		wished for.	yard and	working and sharing
				A studie for				That are also also serve the are	hall of the	(e.g., forming a band of
				A studio for				That angle also gave them	school).	three; team working; getting
				performance				especial cloths for their	61 11	popular together; releasing
				(dance, theater,				performances (e.g., for	She said	their album (the collection
				music and				singing, dancing, and	that she was	of their performances
				singing)				acting).	going to the	including dancing and
_ <u>a</u>									ballet class	singing); making money as a
<u>-</u> '								After recording their	and her	team; receiving the shared
								performances and releasing	friend,	gifts from an angel like the
P 4 .6								them their album (on CD),	Parnian was	theater hall and the palace;
in Tehra (مدرسه : Session)								they traveled together.	attending	living in a palace together;
اران ه ' د د د								There, they found out that	the dance	eating, playing and watching
chool, ی آیین ر (First								their album has been	class.	their recorded
School, in Tehran, Iran (مدرسه ی آیین رو 5 (First Session)								distributed across the city.		performances together).
								Because, it was a really		
Roshan Primary إيشن (In Persian: الله) Date: 29.07.201								great performance.		- Sense of success, victory,
Prii ian .0.								The angel told them that		being rich, and famous
Soshan Prim (In Persian: Date: 29.07.								she knew they would		(e.g., releasing their album
sha Per								succeed.		(the collection of their
Rosha (In Pe Date:								The angel gave them a		performances including
								palace as a gift (she		dancing and singing on CD);
Aeer								rewarded them for their		becoming famous and
Ă								success).		popular; and making lots of
										money as a successful
								When they reached their		band).
								teens, they received a		
								palace as a gift from the		- Being surprised or
								angel.		surprising people; receiving
								La distribution distribution		gifts or rewards
								In their palace, they ate		(e.g., receiving the gifts or
								snacks, played and watched		rewards from an angel like a
								their own performances		theater hall and a palace
								recorded on CDs (including		and feeling surprised and
								dancing, singing, acting and		happy).
								playing music).		
										- Having an imaginary
								Watching that reminded		companion and magical
								them their great memories		experiences
								of childhood like going to		(e.g., talking with an angel
										who guides them,

			1	the swimming pool and	encourages them, rewards
				summer courses together.	them, gives them especial
				summer courses together.	gifts, and fulfills their
				According to her, when	wishes).
				Helia and her friends get	wishes).
				older and go to the	- Being interested in an
				university, they want to	especial job or skill
				establish a primary school.	(e.g., forming a band of
				She (Helia) and Parnian	three and doing entertaining
				intend to be the first-class	performances including
				teachers and Dena will be	singing, acting, and dancing
				the principal of the school.	professionally; releasing
				para para an ana ana ana	their album (on CD);
				This school presents	becoming popular; making
				different classes/courses	lots of money as a band;
				like summer courses, ballet	spending time in a theater
				classes, and dancing	hall or studio for practicing,
				classes.	performing and recording
					their performances).
					- Being indoors
					(e.g., being in a theater hall
					or in a studio for practicing,
					performing and recording
					their performances).
					,
					- 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).
					- Sense of achievement
					(e.g., forming a band of
					three, getting popular in
					their city and making money
					as the singers, dancers and
					actors).
					- Sense of nostalgia (sense
					of remembering and

		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).
		- 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).

	No. 149	Girl	7	"Arian Park"	Weather: Sunny	Main Characters:	- Elena that is on the	D: Blue,	She drew and developed	She drew	- Family-oriented
	No. 148			Allali Faik	Weather. Summy	Elena	swing (on the left).	Green	her story based on the	and	experiences
		(Elena)	years old		When: In	Liciia	Swing (on the icity.	Green	experiences/activities that	developed	(e.g., going to the park with
					Daytime	Secondary	- Three other	R: Yellow,	she had experienced in a	her story	her mom).
					Daytille	Characters: Her	children that are	Red, Pink,	park, called "Arian Park".	based on	ner mom,
					Where:	mom and other	playing together on		She often goes there with	the	- Going out; Being outdoors
					In a park with	children	the other swing (on	Orange, Purple	her mom.	experiences	(e.g., going to the park with
					•	Ciliuren	the right).	Pulple	nei mom.	/activities	her mom).
					playing equipment.		the right).		She likes the stars and	that she had	ner mom.
					equipment.		- A park with playing		always draw them in her	experienced	- Visual attraction
							equipment like		paintings/drawings; she	in a park,	(e.g., being interested in
							the swings (normal		likes the stars because they	called	watching the stars that
an							swing and		shine.	"Arian	shine and in the rainbow
<u>-</u>							multiplayer, a slide,		She also likes the rainbow.	Park".	which is colorful).
an (• • •		Sile also likes the railbow.	She often	which is coloriul).
F (F)							a seesaw (a teeter- totter).		She sits on the swing. She is	goes there	- Close interaction with the
School, in Tehran, Iran (مدرسه ی آیین رو 5 (First Session)							totterj.		swinging.	with her	nature and natural
ا , ir ع م ع م							- The bench		On the other swing, there	mom.	elements
chool, ی آیین ر (First							- The belich		are 3 children who are	illoill.	(e.g., looking at the stars
fi (2) F							- The clouds		playing together.		and the rainbow; going to
۲ کر رویڈ 115							- The clouds		playing together.		an outdoor green space like
n Primary S روشن :rsian: 29.07.2015							- The sun		There is a bench that		a park and playing there).
rin an 07							- THE SUIT		anyone can sit on that.		a park and playing there).
ا ا rsi 29.							- The sky		Elena likes that when her		- Playing or interaction with
hal Pe							- THE SKY		mom sits on the bench and		the play equipment,
Roshan Primary (In Persian: Date: 29.07.201							- Several colorful		observes her when she is		elements, tools, and toys
e							stars		swinging/playing.		(e.g., playing on the play
Aeene							Stars		Swinging/ playing.		equipment in the park or
Ae							- A Rainbow that				playground like playing on
							connects two clouds				the swing or the slide).
							(like a bridge).				the swing of the slide).
							(like a bridge).				Sansa of boing supported
											- 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).

		6:1			Monthous	Vania and three	land of maria	The Marie Land is shown	Advanturana Transllina ta
	No. 149	Girl	/	-	Weather:	- Vania and three	- Land of magic	The Magic Land is above	- Adventurous Travelling to
		(Vania)	years old		Windy	of her cousins: one	which is above the	the clouds in the sky.	an Interesting Destination
						of her cousins is	clouds in sky.		(e.g., travelling with her
					When:	older than her and		In the Magic Land, Vania	cousins to a fantasy land
					In Daytime	the other ones are	- Vania, herself and	gets fat, her older cousin	above the clouds which is
						younger than her.	three of her cousins.	(Mobina) gets taller.	called "The Magic Land";
					Where:			And her younger cousins,	living with her family in a
					In the Magic		- Four animals	Mania and Dina get smaller.	villa in the Magic Land which
					Land		(A bird, A dog, A		is above the clouds in the
					(In the Magic		mynah, A cat):	Each girl has her own	sky).
					World): it is a		Each girl has one	animal in the Magic Land	
					fantasy world.		animal.	(each one of these four	- Fantasy and Magical
					,			girls—Vania and her	Experiences
							- The flowers	cousins).	(e.g., in the Magic Land the
								,	sizes of people change; for
							- A butterfly	The younger cousins	examples some of them get
							Abatterny	(Melina and Dina) have a	taller, some get fatter, and
							- The clouds and the	bird and a dog.	some get shorter or
a.							wind	Her older cousin (Mobina)	thinner.
-							willu	has a Mynah.	
au (In this land, when it is rainy,
in Tehra (مدرسه : Session)								In the Magic Land, Vania	the money falls from the
Ssi								has a cat.	sky to the earth (instead of
S ^F i									raindrops).
ا اهاران ع آزا								In reality, Vanya –that is	In the Magic Land, people
رSchool, ی آیین رو ای آیین رو								waiting for her brother to	can see behind the scenes
ر اح ا5								be born—will buy a cat	of the events that happen
nary So روشن : 2015								after her brother is born.	on the earth).
Roshan Primary School, in Tehran, Iran (مدرسه ی آیین روشن (مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)								In the Magic Land, Vania	- Family-oriented
an er:								and her family have a villa.	experiences; Magical
sh; n P								In the magic land when it is	experience
윤 프 B								rainy, the money falls from	(e.g., living with her family
a)								the sky (instead of	in a villa in the Magic Land
Aeene								raindrops).	which is above the clouds).
								The butterfly flies. It sits on	- Being outdoors
								the flowers and covers	
								itself with honey. The	(e.g., walking in the green
									spaces like garden of
								butterfly sunbathes on the	flowers in the Magic Land;
								flower.	exploration in the nature
									with her cousins and their
								When the researcher asked	cat, dog and mynah).
								Vania, "if I come to a	
								magical land, where will	- Close interaction with the
								you show me?" she	nature and natural
								answered, "I take you to	elements; close interaction
								the garden of flower".	with the animals, birds, and
									insects
								She said in the Magic Land	(e.g., observing and
								people can see behind the	following the butterflies that
								scenes of the events that	sit on the flowers and covers
								happen on the earth.	Sit on the howers and covers
								nappen on the earth.	

_		T	1				1		
									themselves with the honey;
									walking in the garden of
									flowers in the Land of Magic
									with her cat).
									- 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).
									- Close interaction with the
									animal
									(e.g., having/keeping a cat, a
									dog and a mynah).
									- 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).
									- 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).
	No. 150	Girl	7		-	-	Blue,	It is her first drawing	-
O (F) O		(Fateme)	years old				Green,	She did not mentioned	
Chc Chc Ssi		`					Red,	anything about this	
y S 5 & Se							Orange	drawing, because she did	
har گائیا rst							3.480	not liked.	
ii 3 ii								She asked for another sheet	
ا ا ر روٹ 15								of paper to draw her	
har ဘု :								second drawing (No. 151).	
Aeene Roshan Primary School (مدرسه ی آبین روشن (مدرسه ی آبین روشن) Date: 29.07.2015 (First Session)									
e R srsi 29.									
Pen I Pe									
Ae (In Dat									
		Ĭ.	1	1	Î.		İ	1	Î

			Ī		T	T =		1	1		l
	No. 151	Girl	7	"Strawberry	Weather: -	- Fatemeh, herself	- Fatemeh, herself	D: Red	Fatemeh, her siblings (the	She was shy	- Travelling to or living in a
		(Fateme)	years old	World"			(Just her hands are		twins) and her friend Vania,	and did not	fantasy world
					When: -	- Her siblings—that	visible in the drawing	R: Green	are in the strawberry land.	talked that	(e.g., travelling to the Land
						are twins (boy/girl	since she is behind		They are climbing up a big	much about	of Strawberry with her
					Where:	twins).	the strawberry she is	Very	strawberry.	her story.	siblings and her friend).
					In the		helping her sibling—	limited:			
					Strawberry	- Her friend, Vania	one of the twins— to	Black	The twins (Farima &		- Exploration and
					World		climb up the big		Amirreza) are 15-month-old	Her	adventure; magical
					(Land of		strawberry and		babies.	drawings is	experiences
					Strawberry)		approach the top).			somehow	(e.g., exploring "the Land of
					,,		11		Fateme and her friend	similar to	Strawberry"; climbing up a
							- Her friend, Vania		(Vania) are helping her	the drawing	giant strawberry to access
							(Just her hands are		younger siblings (the twins)	No. 1	its top).
							visible in the drawing		to climb up the big	(drawing of	1.65 1.50 1.50
_							since she is behind		strawberry.	the	- Eating the fruit
<u> </u>							the strawberry; she is		Strawberry.	Theresa).	(e.g., eating strawberries
'							helping Fatmeh's		This land is full of	Theresaj.	and raspberries in the Land
ig (sibling –the second		strawberry.		of Strawberry).
Rosahan Primary School, in Tehran, Iran (امدرسه ی آیین روشن (مدرسه ی آیین روشن) Date: 29.07.2015 (First Session)							one—to climb up the		Strawberry.		or strawberry).
n T n Jutan							•		In the stress hours land		Fantasy or Magical
- i, ic s							big strawberry and		In the strawberry land,		- Fantasy or Magical
oo الله الم							approach the top).		everyones like strawberry		Experiences
Scho آپین Firs							11		and eat lots of		(e.g., in rainy weather, the
ک کی گیا 15							- Her siblings that		strawberries.		strawberries and raspberries
E 3 0							are twins—that are				fall from the sky; there
osahan Prima (In Persian: ひ							twins (boy/girl		In this land, when it is rainy,		people can climb up the big
ا الا Sia 19.0							twins).		the strawberries fall from		strawberries; people of this
hai Pei									the sky (instead of		land, have deep interest in
tosaha (In Pe Date:									raindrops) to the ground.		eating strawberry).
% _ Q									And sometimes, the		
Je									raspberries fall from the		- Sense of responsibility
Aeene									sky.		(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).
											, , ,
		J	J		1		l .	J	1	<u>I</u>	

No. 152	Girl	7	"City of stars"	Weather: -	- The city of stars	D: Green,	One day, when she was at	She could	- Family-oriented
	(Zahra)	years old				Blue	home, her mom brought	not develop	experiences
	, ,			When: -	- Zahra, herself		her a story book. Her mom	her story	(e.g., listening to the story
						R: Pink,	read that story to her.	well since	that her mom reads her at
				Where:	- Several stars	Red,	She really enjoys listening	she had	home; inviting her aunt
						Orange,	to the stories.	imitated the	over).
				Indoors:	- The rainbow	Yellow,		drawings/st	
				At home		Black	The researcher created an	ories of	- Being in the high place
					- Two butterflies		open communication with	other	and having the bird's eye
				Outdoors:			her to explore her	children.	view
				In the city of	- The sky		enjoyable experiences.	But the	(e.g., sitting on the stars and
				stars, in the sky	,		For this aim, the researcher	researcher	looking at the earth from
				(an imaginary	- The grass		asked her what made her	tried to	above).
				land)			happy.	create an	
							She said that she felt happy	open	- Close interaction with the
							when she had guest for	communicat	nature and natural
							example her aunt.	ion with her	elements
							·	to explore	(e.g., interaction with the
							Experiences related to her	her	stars, rainbow, and
							drawing:	enjoyable	butterflies).
							It is a city of stars.	experiences.	,
							She wish, she could sit on	Because of	- Visual attraction
							the stars and look at the	that, some	(e.g., she has drawn the
							earth from above.	of the	stars, butterflies, and
								experiences	rainbow which are colorful)
								that she	,
								mentioned	- Holding a party; inviting
								seem	people over; and enjoying
								irrelevant to	family gathering
								her drawing.	(e.g., inviting her aunt over
								3. 3. 3. 3	and enjoying spending time
									with her).

	No. 153	Girl	7	"Wonderland"	Weather: -	- Paria, herself	- The "Wonderland"	D: Blue	One day when Paria was	Some of her	- Socialization and sense of
		(Paria)	years old	Or			(or	5 5: 1	with three of her friends,	experiences	sharing
				"Land of	When: -	- Three of her	"Land of Wonder")—	R: Pink,	two angels came to them.	are similar	(e.g., travelling to an
				Wonder"		friends	it is the name of an	Brown	The angels asked children	to the	imaginary land – called
					Where:	(Helia, Parnian,	imaginary land		to follow them, since they	experiences	"Wonderland"— with her
				(It is an	In the	and Fateme)	which is like a big	Very	wanted to take the children	in picture	friends; playing together
				imaginary land	Wonderland		amusement park	limited:	somewhere.	No. 30	and enjoying their time).
				which is like an	(It is a fantasy		equipped with	Purple, Red,		(drawn by	
				amusement	land which is		various play	Black	They showed children a city	Quinn) like	- Being surprised and
				park with	like an		equipment.		or land (similar to an	playing on	receiving a gift; A Make-
				various playing	amusement				amusement park) which	the water	believe Experience
				equipment).	park with		- The entrance (gate)		only belonged to them (to	slide.	(e.g., following the angels
					various playing		of the Wonderland		Paria and her friends) and		who surprise the children
					equipment).				no one else was allowed to		and take them to the "Land
							- Paria, herself		enter that.		of Wonder" equipped with
							, , , , , , , , , , , , , , , , , , , ,				various play equipment).
							- Three of her friends		In the Wonderland, they		and the proof of a princing.
e							(Helia, Parnian, and		climb up a ladder to access		- Traveling to an interesting
School, in Tehran, Iran (مدرسه ی آیین ر (First Session)							Fateme)		a playing equipment which		destination
ם									is like a Ferris Wheel (on		(e.g., travelling to the "Land
בו ה							- The playing		the right).		of Wonder" which is similar
T على ال							equipment in the		Then, the children sit on the		to a big amusement park
an Primary School, in Tehr (مدرسه ی آیین روشن :ersian (مدرسه ی آیین روشن :29.07 (First Session)							Wonderland:		chairs of this playing		equipped with various play
st (1) A composite		equipment which rotates		equipment).
당 경 🗄							playing		similar to a Ferris wheel.		equipment).
ر رو 5 (equipment (on		Sillina to a Ferris wheel.		- Magical experiences
Primary ؟ يوشن :ian: 9.07.2015							the right) which		Then, they fall on the slide.		(e.g., talking with the angels
Rosahan Prim (In Persian: ¿ Date: 29.07.2							has got several		Then, they fail on the slide.		and travelling with them to
- Pr sia 9.0							parts. It is like a		After sliding down, they go		the Land of Wonder).
er er: : 2;							Ferris wheel. It		to the water playing area—		the Land of Worlder).
Rosahan (In Persi Date: 29							also has a		where they should take off		- Using or interacting with
ا ۾ ڪ ڳو							ladder for		their shoes.		the play equipment,
อ							climbing and a		After taking off their socks		elements, and toys;
Aeer							slide for sliding		and shoes, they dip their		Physical Play
₹							as well.		feet in a very small shallow		
									pond.		(e.g., climbing the ladder; riding on the Ferris Wheel;
									-		
							playing area (on the left):		Then, they climb up the ladder and slide on the		sliding on the spiral water slide and falling into the
							•				_
							In the water		spiral water slide and fall		water (pool); playing and
							playing are—		into the water (swimming		swimming in the swimming
							where children		pool).		pool).
							should take off				
							their shoes—				- Water-based equipment
							there are a				and experiences
							pond, a ladder,				(e.g., dipping their feet in a
							a spiral water				small shallow pond; sliding
							slide, and a				on the spiral water slid and
							swimming pool.				falling into the pool;
							The ladder is for				swimming in the swimming
							climbing and				pool).
							accessing the				

		spiral water slide. The spiral water slide leads to a swimming pool.	
		- 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).	

Place & date of creative	Reference no. of the drawing	(parti	the child icipant re session)		(explored throu	Information about the child's drawing and story oplored through talking with the child about the story and searching in the drawing)							
session		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)		

	No. 154	Girl	8		Weather: -	Main characters: -	- A garden (a	D: Blue,	She and her family travel	- Travelling to an	interesting
		(Vania)	years old	"Pleasant"		Vania, herself	green space) on	Green	from Tehran to the north of	destination	-
		(1000)	,		When: -	- Her parents	the way between		Iran.	(e.g., camping in t	he garden
							Tehran and	R: Red,	On the way, they camp in	which is near the	
					Where:		northern Iran.	Magenta	the garden which is close to	waterfall; travelin	g to the north
					In a garden on	Secondary			the river and waterfall.	of Iran and spendi	ing several days
					the way	character:	- Vania and her	Limited:	For camping, they put the	at Caspian Sea)	
					between Tehran	Her brother, that is	parents that have	Black,	groundsheet on the ground.	,	
					and the north of	14 years old	lain on the	Skin color	They lie on the	- Family-oriented	experiences
					Iran.	(he is invisible in	groundsheet.		groundsheet and put their	(e.g., travelling wi	th her family
						the drawing)			head on their pillows while	from Tehran to th	•
							- The pillows		looking at the sky.	camping with ther	m in the garden
							·			near the river; goi	_
							- The groundsheet		The weather is great,	grandparents; and	
									neither sunny nor rainy.	gathering and visi	•
							- The clouds		, ,	relatives).	J
a L									She goes to the water and	,	
<u>-</u>							- The sky		play with water.	- Close interaction	n with the
n) an							,		Vania and her parents,	nature and natura	al elements
in Tehrar (هدرسا Session)							- The river and		roam around the garden.	(e.g., camping in a	
ר דר לטיי							downfall		, and the second	is near the river a	-
= 4 & B							(invisible in the		After camping/coming back	roaming around tl	he garden;
han Primary School, ک آیین روشن Persian: ک آیین روشن 29.07.2015 (Second							drawing).		When they return to Tehran	traveling to a gree	-
15 13 9							<i>O</i> ,		from the north, they go to	north of Iran and	
ا ک رون (S) :							- The grass		visit her grandparents.	several days at Ca	-
ar ස්ථු 215									The whole family gets	,	, ,
rin 26.									together and enjoys the	- Resting in peace	and quiet;
A n Sision 7.0.									time.	relaxing in the na	•
hai Pei 29									They also enjoy strolling the	(e.g., lying on a gr	
Rosahan Primary School, in Tehran, Iran (امدرسه ی آیین روشن (مدرسه ی آیین (ویشن) (Second Session)									street in car.	the garden and lo	
ene Rosal (In I Date:										in peace and quie	
) Ď										- Water-based en	tertainments
4										and experiences	
										(e.g., playing in th	e river).
										- Socialization	
										(e.g., getting toge	
										the relatives; goin	g out with
										them).	
										Going to a party	or holding a
										- Going to a party	or notating a
										party	
										- Exploration in th	ne nature and
										urban spaces; Bei	
										(e.g., roaming aro	-
										strolling the stree	_
										her family).	c che cai witti
L	I	1	I		<u> </u>	<u> </u>		1	1	ner tanny).	

	No. 155	Girl	8	"Our lovely	Weather: -	- Sana-Mojdeh,	- The sun	Her drawing	Her drawing depicts her	It took her a	- Socialization; getting together
		(Sana-	years old	day"		herself		is colorful.	school and schoolyard.	long time to	(e.g., celebrating her birthday at
		Mojdeh)			When: -		- The sky		On this day, everyone	color her	home; holding a celebration with
				or		- Her friends			except Sana is present at	drawing.	her classmates in the classroom
				"The Good	Where:		- The balloons	D: Blue,	school.		or in the schoolyard).
				day to me	In the school			Blue, Green,	Sana is on a journey.		
				and my			- The desk	Green,	The other students are		- Being outdoors, in the open
				friends"					enjoying their time		space
							- A big gift box on	R: Red,	together at school.		(e.g., getting together and
							the desk	Yellow,	Sana sends a box full of		holding a celebration in the
							T I I I	Purple,	gifts to her classmates at		schoolyard).
							- The school	Orange,	school by airmail, since she		Advisor services allow history
								Brown	likes to fulfill her friends'		- Adventurous travelling; being
							- The schoolyard		wishes. Thus, she send		on the high place
									them various gifts like their		(e.g., travelling by plane; flying on
							- The grass and		favorite toys, dolls, and		an airplane).
School, in Tehran, Iran (مدرسه ی آیین ر Second Session)							colorful floor		even a box of strawberries.		Making papels assessing d. Daing
=									On the box, it has been		- Making people surprised; Being
ran n)							- The children		written, "Dedicated to all of		surprised; Sending or receiving
in Tehrar (هدرسا Session)							(invisible in the		my friends".		gifts
T L							drawing)		When her friends (her		(e.g., sending a box full of gifts –
= 4 B									classmates) find out, that		like toys, dolls, chocolates, and
00 ji									Sana has sent them a box		strawberries— to her classmates
5 3 9									full of gifts they decorate		by airmail; surprising her friends
									the classroom and the		and fulfilling their wishes;
ar う2015									desks with balloons and		receiving a painting notebook
rin an:									colored papers in order to		with sample shapes as patterns).
Rosahan Primary School, ک آبین روشن (اn Persian) کate: 29.07.2015									celebrating the day.		- Close interaction with her
ha Pe 29									They feel really happy, have		
Rosal (In I									fun and enjoy their day		friends
Re Da									together.		(e.g., sending gifts to her friends;
ene									Then, they release the		receiving gifts from them; inviting her friends over and celebrating
Аее									(helium-filled) balloons in		her birthday with them).
1									the sky in the schoolyard.		her birthday with them).
									Part of the schoolyard's		- Visual attraction
									ground has been covered		
									with grass and part of that has been covered with		(e.g., decorating the classroom and desks with the balloons and
									colorful tiles.		coloured papers; designing the
									When she returns from the		gift box with colored papers and
											balloons; using the colourful tiles
									trip and comes to school,		in the schoolyard).
									her friends greet and		in the schoolyard).
									welcome her. Then, they		- Playing with the play
									get together again.		- Playing with the play
									After some days, it is Sana's		equipment, elements, toys
									birthday.		(e.g., releasing the balloons into
									And she holds a party and		the sky).
									invites her friends over.		Halding name of the Daniel
									She celebrates her birthday		- Holding party; Inviting People
									with her friends.		Over; and Celebrating Together

				They have fun together and enjoy their time. She receives various gifts from her friends like painting notebook (with the sample shapes as patterns).	(e.g., inviting her friends over and celebrating her birthday with them). - 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). - Playing with the play equipment, elements, toys, and settings (e.g., playing with the dolls, toys, and releasing the balloons into the air). - Constructive Play (e.g., drawing with colored pencils on the painting notebook which has got sample shapes as patterns).
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	No. 456	Cirl	0	"Sana and I"	Weather: -	Main characters:	- The park	Her drawing	Bania and her family (her	Part of her	- Attracting attention
	No. 156	Girl	8	Salia aliu i	weather: -		- The park	•			_
		(Bania)	years old		M/h a m . I m	- Bania, herself	The twee	is colorful.	parents and her brother) go	drawing and	(e.g., giving gifts to the people,
					When: In	Hanfidand Cana	- The trees		to the park.	story was	surprising them, and making
					Daytime	- Her friend, Sana	The flavores	D. Dive	She inflates the balloons at	imitated	them happy).
						(she is a close	- The flowers	D: Blue,	home and brings them to	from Sana's	0
					Where:	friend of Bania's		Blue, Green	the park. She gives the	drawing and	- Giving gifts; Making people
					In the park	that participated	- The sky		balloons to the people who	story.	happy and surprising them
						in the same		R:	are in the park.	This did not	(e.g., giving balloons to the
						Creative Session)	- The clouds	Yellow,	She sees Sana in the park	let her to	people in the park; giving toys to
						·		Red,	and greets her warmly.	develop her	her friends).
an						Secondary	- Bania, herself	Orange,	She asks Sana if she would	original 	
<u>=</u>						characters:	standing with	Brown	like to have/get a balloon.	story well.	- Socialization
lan (n						- Her family	balloons and gift.		She gives Sana a balloon as		(e.g., going to an outdoor public
남 (~)						(her parents and her		Very	a gift.		park with her family; giving
in Tehrar (مدنیس Session)						brother)	Her friend Sana	limited:	Then, Bania and Sana go to	Her focus	balloons to the people in the
i						,		Pink, Black	play with each other in the	was on	park).
$\frac{1}{s}$							Invisible: Her		park like playing "hide-and-	coloring her	
Cho 点:							family (dad, mom,		seek".	drawing	- Family-oriented experiences;
S & S & S & S & S & S & S & S & S & S							brother), other		After a while, Bania and her	that took	Being outdoors; Socialization
Aeene Rosahan Primary School, in Tehran, Iran (امدرسه ی آیین روشن (In Persian: مدرسه ی آیین روشن) Date: 29.07.2015							people		family return home.	long time.	(e.g., going to an outdoor public
ji 15											park with her family).
Pl Sia 07									To explore more about her		
הםר פר 29.									original/own story (since		- Playing or interaction with the
osahan Prim (In Persian: Ite: 29.07.20									she imitated her drawing		play equipment, elements, and
Rosa (In Date:									from other child), the		toys
e									researcher asked her:		(e.g., inflating the balloons).
l ee									"What would you draw, if I		
ď									gave you another sheet to		- Physical Play; Playing Game-
									draw your enjoyable day?"		with-rules
											(e.g., playing hide-and-seek with
									She said: "If you give me		her friend in the park).
									another sheet, I would		
									draw a park. And I go		
									sooner to the park to		
									prepare my friends' favorite		
									gifts like dolls".		

Place & date of creative	Reference no. of the drawing	About the (partice) in creative	cipant		Information about the child's drawing and story (explored through talking with the child about the story and searching in the drawing)								
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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)		

	No. 157	Girl	6		Weather: -	Main character:	- The sun	D: Brown	The drawing depicts an	In both of	- Travelling to an
	140. 137	(Raya)	years old	"The City of				Purple	imaginary city which is	her	imaginary destination or
		(naya)	, cars old	Dream(s)"	When:	She said that she	- The clouds	Pink	called, "The City of	drawings	land
				Dieam(s)	In Daytime	was not there;		Green	•	_	(e.g., travelling to the Land
				<i>"</i>		probably because	- The bird		Dream(s)".	(No. 157 &	of Dreams).
				"The Land of	Where:	she had not			There are several ice creams	No. 158),	
				Dream(s)"	In the Land of	drawn herself.	- The butterfly	R: Red,	that have been placed on the	her focus is	- Imaginary and magical
					Dream	But indirectly she	The Buccenty	Orange,	grass/ground.	on magical	elements and experiences
					2.00	mentioned	- The ice cream tree	Blue	The purple ice cream is her	and	(e.g., picking ice cream
						herself while	(The tree of ice		ice cream.	imaginary	from the Ice Cream Tree;
						describing the	cream)			elements	picking wings from the
						drawing:	,		There is an Ice Cream Tree	and	Wing Tree; sticking the
						For example, she	- The wing tree		(an imaginary tree that an	experiences	wings to her body and
						said: "I pick the	(The tree of wings)		individual can pick an ice		flying; using the "automatic
						wings for flying or			cream from that).		hair salon chair" that cuts,
						this is my ice	- The grass		There is also a Wing Tree (an	In the Land	brushes, combs, arranges,
						cream".			imaginary tree that an	of Wishes,	dries and styles an
a E							- The bush of gold,			· ·	individual's hair; picking
<u>-</u>							jewelry, and		individual can pick wings and	the color of	gold, jewelry and treasure
la L							treasure		stick that to herself/himself	the things,	from the "Bush of Gold,
 									in order to fly).	is different	Jewelry and Treasure").
in Teh, (مكريسه 5							- An automatic hair			from the	
b Primary School, in Tehran, Iran rsian: مدرسه ی پیوند ادب Date: 25.07.2015							salon chair which is		Raya is really interested in	real world.	- Flying, going to a high
ا 00 ئى ئى 201							used for drying,		eating ice cream and flying.	For	place, and having the
Sch git.							cutting, brushing,			example,	bird's eye view
							combing, and		In the Land of Dream, there	the sun is	(e.g., sticking the wings to
E ::							arranging the hair		is an automatic "hair salon	purple, the	her body and flying in the
riin an ate							automatically.		chair" that dries, brushes,	grass is	sky).
ande Adab Primary ادب (In Persian: Date: 25.									combs, cuts, and arranges an	gold, and	
\dag									individual's hair	the clouds	- Eating
e /									automatically.	are pink.	(e.g., eating ice cream).
Du .									automaticumy.	The bird is	
									It has got handles with	green.	- Money-oriented
Pey									scissors, comb, etc.	green.	experiences and luxury
											(e.g., picking the Gold,
									It also has an automatic hair		Jewelry and Treasure from
									dryer.		the "Bush of Gold, Jewelry
									When a person wants to go		and Treasure"; using the automatic hair salon chair
									to a party, she can use this		to arrange her hair for the
									automatic chair.		party; listening to the
									The chair has a speaker too.		music while using the
											automatic hair salon chair
									In this land, there is a bush		that has an speaker).
									that produces gold, jewelry		that has all speaker).
									and treasure. It is called, the		- Dreaming, Sense of
									"Bush of Gold, Jewelry and		Invention and Creativity
									Treasure".		(e.g., there are the "Tree of
											Ice Cream", the "Tree of
									There is a bird that is flying		Wings", and the "Bush of
									, ,		Gold, Jewelry and
									in the sky.		Cola, sewelly alla

		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).
		- Listening to the music (e.g., listening to the music while using the automatic hair salon chair that has got a speaker).

	No. 150	Girl	6	"The City of	Weather: -	- Raya, herself	- The Land of Magic	Orange,	Her drawing shows a city which	She	- Traveling to an
	No. 158			Magic"	Weather.	Raya, nersen	The Land of Magic	Blue,	is called the City of Magic.	participated	interesting imaginary
		(Raya)	years old	Wagic	When:	- The seven fairies	- The sun	Yellow,	There are 7 good	with her	destination
					In Daytime	(witches/wizards)	- The Sun	Brown	witches/wizards (or fairies) in	sister who	(e.g., travelling to the Land
					in Daytime	(Witches) Wizards)	- The sky which is	BIOWII	this land.	was 4 years	of Magic where seven
					Where:		green		The witches (or fairies) have	old	fairies – that have especial
					In the Land of		green		changed the color of the sky	(Anousha).	magical powers— live).
					Magic		- The seven fairies		from blue to green. Also, the	(Allousila).	magical powers— live).
					iviagic		(witches)		sun is orange.		- Experiences or characters
							(witches)		Each fairy has some especial		influenced by the
									power and does especial things.		cartoons, cartoon
									power and does especial timigs.		characters, movies,
									The fairies (from left to right in		computer games, or story
									the drawing) are as below:		books
									and araning, are as selection		(e.g., travelling to the Land
									- The first one, is the fairy of		of Magic where 7 fairies –
									water. She/he splashes the		that have magical
ä									water to the sky and creates		powers— live; they
=									rainbow by that.		manage the land and do
an,									rambow by that:		magic like fulfilling people's
ri (- The second fairy, moves or		wishes).
Teh ر (مكرر،									shakes the light.		wishes).
ો := કું. 	•								Shakes the light.		- Imaginary and magical
loc S	i								- The third fairy, is the fairy of		elements and experiences
ch ရှိ	7.								sun. She/he changes the color		(e.g., in the Land of Magic
nary School, i کې پيوند ادب	9								of sun during the day and night		the fairies do magic like:
μ j.	7								(in the morning, around noon,		changing the colors of the
i i	Date:								in the afternoon, in the		sun, sky, etc.; splashing the
o P Sia	<u>م</u>								evening, and at night).		water and creating the
ande Adab Primary School, in Tehran, Iran (ملارسه ی پیوند ادب (ملارسه ی پیوند ادب)									3, 4 4 4 5 4,		rainbow; shaking the light
Ā									- The forth fairy, is the fairy of		and bringing the stars to
) pd									stars. She/he brings the stars to		the sky at night; providing
 									the sky at night.		and serving tasty food;
Pey											offering a magical necklace
<u> </u>									- The fifth fairy, is the fairy of		to the people that can
									food that provides and serves		fulfill their wishes like
									tasty food.		being able to fly or
									Raya really likes spaghetti with		becoming a mermaid).
									its especial sauce.		
											- Being surprised and
									- The sixth fairy, is the fairy of		making surprised
									sky. She changes the color of		(e.g., receiving a magical
									the sky. For example, she		necklace from the fairies
									changes that from blue to		that can fulfill her wishes
									green.		like being able to fly or
											becoming a mermaid).
									- The seventh fairy, is the		
									teacher of all the fairies.		- Physical Play; Sport
									She knows everything and		(e.g., swimming in the
									teaches that to other fairies.		swimming pool).
			<u> </u>								

					Raya has not been in the Land of Magic yet. But she is really interested to go to the Magic Land one day. 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. Raya has a mermaid doll. Once when Raya had taken her doll to the swimming pool, its hand felt into the water. But her dad pulled it out of the water.	 Playing with play equipment, elements, or toys (e.g., playing with her mermaid doll in the swimming pool). Water-based experiences and amusements; Makebelieve Play; Small World Play (e.g., playing with her mermaid doll in the swimming pool). Being a fan (e.g., being a fan of the mermaid and fairies)
--	--	--	--	--	--	--

	No. 159	Girl	6			The character of	- A playground with	D:	The drawing shows a park that	Viana,	- Being outdoors
	140. 133	(Viana)	years old	"The Two	Weather: -	the story are	play equipment like	Blue,	has two main areas (sections).	participated	(e.g., going to a big park
		(Vialia)	years ord	Lands of		invisible in the	the slide and the	Brown,	Part of the park is planned as a	in the	which has a playground
				Playing"	When:	drawing.	swings.	Green	playground (playing space)	Creative	and a swimming pool).
				, 0	In Daytime		3		equipped with playing settings	Session with	,
					, ,	Main characters:	- The entrance of the	R:	like the slide and the swings.	her sister	- Close interaction with the
					Where:	- Viana, herself	playground.	Ochre	And the other part of the park,	(Tania) who	nature and natural
					In a park that	- Her sister			is an area which has an open air	has drawn	elements
					has two areas:	- Her friends	- An open air	Limited:	swimming pool.	picture No.	(e.g., spending time in the
							swimming pool	Purple, Pink	These areas are separated and	161.	green spaces like a park).
					1. A playing	Secondary		p.:0,	each area has its own entrance.		g. cen spaces into a partity.
					space	character:	- The entrance of the		In this park, for going from one		- Water-based experiences
					(playground).	- Her mother	swimming pool		section to another section (e.g.,		(e.g., swimming in the
					(6.2.78.2		,		for going from the playing		swimming pool)
					2. An outdoor		- The sky		space to the swimming pool),		grand,
					(open air)		,,		the user does not need to		- Interaction or playing
					swimming		- The cloud		change her clothes herself,		with the play equipment,
an					pool.				since the changing of the		elements, or toys
School, in Tehran, Iran (مدرسه ی پیوند 77.2015					•				clothes, is done magically in the		(e.g., playing in the
9									entrance.		playground like swinging
Teh (अ									For example, for going from the		and sliding).
ا ر م									swimming pool to the		
<u>-</u> , 4 0									playground area, the user's		- Traveling to a fantasy
00 00 00 00 00 00 00 00 00 00 00 00 00									clothes are changed from bikini		land
nary School, ا اله ي پيوند ادب 25.07.2015 :									-which is for swimming in the		(e.g., going to an imaginary
									swimming pool— to the normal		'space which is called the
ande Adab Primary ادب (In Persian: والم									clothes for playing in the		"Land of Playing"; it is like a
e Adab Prim (In Persian: o Date:									playground.		big park with two play
b B rsi D											zones including one of
da Pe									There are fishes and a shark in		them is a playground and
e A									the swimming pool.		the other one has a big
pu									Since she scares the shark, she		swimming pool).
>									gets out of the swimming pool.		
Pey									Then, she goes to the		- Magical experiences
_									playground.		(e.g., the users' clothes are
									She plays in the playground and		changed magically in the
									stays there as long as she		entrances of the different
									enjoys it.		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).

		- Interaction with the animal; Frightening experiences (e.g., swimming in the swimming pool which has several fish and a shark is frightening to her).

	No. 100	Girl	6	Her drawing	Part 1:	- Rosha, herself	Part 1:	D:	Part 1:	She has	- Close interaction with the
	No. 160		years old	has 3 parts.	Weather: -	- Nosiia, nersen	- A swimming pool	Orange,	This part of the drawing depicts	drawn three	nature and natural
		(Rosha)	years old	Each part has	When:		- Rosha, herself (she	Pink,	a day when she is swimming in	stories on	elements
				its own name.	In Daytime		is swimming in the	i iiik,	the swimming pool.	the sheet to	(e.g., watering the flowers
				These names	Where: In the		pool).	R: Red,	The swimming pool has deep	show her	in the garden by the
				are:	swimming		poorj.	Green	and shallow parts (deep and	enjoyable	watering can or hand
				dic.	pool.		Part 2:	Green	shallow ends).	experiences	sprinkler; being in the sky,
				1. "World of	pooi.		- The sky with the	Very	Rosha swims in the shallow	in different	in the Land of Stars and
				Water"	Part 2:		moon and stars	limited:	part.	contexts	sitting on the moon).
				Vacci	Weather: -		- Rosha, herself	Blue, Black	part.	(imaginary	Sitting on the moonly.
				2. "World of	When: At		Nosha, nersen	Blue, Bluek	Part 2:	and real	- Water-based
				Stars"	Night		Part 3:		This part of the drawing depicts	ones).	entertainments and
				Stars	Where:		- The sun			onesj.	experiences
				3. "World of	In the sky, on		- The garden with		her imaginary experiences. Once, she dreamed (in her	Two stories –	(e.g., swimming in the
				Flowers"	the moon		flowers		sleep) that she was in the	that are	swimming pool; watering
				Tiowers	among the		- Rosha that is		World of Stars in sky. There,	about	the flowers by the watering
					stars.		carrying a hand		she had sat on the moon.	swimming	can or hand sprinkler).
E a					Jul 3.		sprinkler (or		When she wanted to jump	and watering	can or nana sprinkerj.
School, in Tehran, Iran (مدرسه ی پیوند 70.2015					Part 3:		watering can) to		down, she fell on the rooftop of	the flowers—	- Adventurous travelling to
an					Weather:		water the flowers.		her house.	are based on	an interesting destination;
hr (e					Sunny		water the nowers.		Hei House.	her	Fantasy experiences
in Teh , (مدرسه 5					When:				Part 3:	experiences	(e.g., travelling to the
.⊑ ∯					In Daytime				This part of the drawing depicts	in real world.	World of Stars in the sky,
၁၀ ၁ ၁၂					Where:				her enjoyable experiences in	mrear world.	sitting on the moon which
i School, 4 ک پیوند 77.2015					In the garden.				the real world.	One of her	is surrounded with the
ary Scl وند ادب 25.07.					in the garden.				the real world.	story—which	stars, and jumping from the
ande Adab Primary ادب (In Persian: الاب) Date: 25.									When she returned from the	is about her	moon to the earth).
Prima Sian: G Date:									moon to the earth, she fell on	dream at	moon to the cartiny.
o Pl sia Da									the rooftop.	night— is an	- Imaginary Experiences
e Adab Prim (In Persian: Date:									Then, she comes down from	imaginary	(e.g., traveling to the World
P P									the roof.	one.	of Stars in the sky and
ep)									She goes to their yard (garden)		sitting on the moon;
var									and uses the watering can or		jumping from the moon to
Peyva									the hand sprinkler for watering		the earth).
Δ.									the flowers.		,
									Then, she finds a bird's nest on		- Interaction with the
									the ground. There are two eggs		animals, birds, or insects
									inside that. The nest has fallen		(e.g., taking and lifting the
									from the tree. She takes that		bird's nest and its eggs—
									and places it on the tree again.		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—

		that has fallen from the tree— on the tree).
		- Visual attractions (e.g., sitting on the moon – which is a fantasy
		experience— and watching the stars at night).

	No. 161	Girl	7	"The beautiful	Weather:	- Tania, herself	- The Sun	D:	It is Tania's birthday.	Tania	- Going outside; Being
	No. 161		years old	zoo"	First, it is	- rama, nersem	- The Sun	Blue, Green,	Tania, her sister(s), and her	participated	outdoors
		(Tania)	years old	200	sunny. Then, it	- Her sister	- The clouds	Yellow	parents go to a zoo.	in the	(e.g., going to a zoo).
					starts to rain.	(Viana)	The clouds	removi	Her parents want to surprise	Creative	(c.g., going to a 200).
					Starts to rain	(Viana)	- A zoo and its		her and celebrate her birthday	Session with	- Family-oriented
					When:	Tania has two	animal like the	R:	in the zoo.	her sister	experiences
					In Daytime	sisters; one of	elephant, the ducks,	Grey,	In the zoo, Tania and her	(Viana) who	(e.g., going to a zoo with
					in Daytime	them is invisible	the fox, the rabbits,	Brown,	sister(s) play with different	has drawn	her family and enjoying
					Where:	in the drawing.	and the butterflies.	Purple	animals including the elephant,	picture No.	their time together;
					In the Zoo				the fox, the ducks, the rabbit,	159.	celebrating her birthday
						- Her parents	- Tania, her sister(s),	Very	and the butterflies.		with her family in the zoo
							her mom and her	limited:	After that, she and her family		or at home).
							dad.	Red, Skin	sit at the table in the zoo. They	When the	,
								color	want to celebrate Tania's	researcher	- Getting together and
							- A table with 4		birthday. The cake is on the	asked her if	holding a celebration
							chairs in the zoo.		table.	she had ever	(e.g., getting together with
									But suddenly it starts to rain so	visited a zoo.	her family and celebrating
lan lan							- A birthday cake		they take the birthday cake and	She said no.	her birthday in the zoo and
_							which is on the		go home to celebrate there.	But after a	at home)
ra l							table.			while, she	
e (s									About the zoo and its animals:	answered	- Being surprised or
ande Adab Primary School, in Tehran, Iran (ملارسه ی پیوند ادب (ملارسه ی پیوند ادب Date: 25.07.2015							- A small pool or		There is a little pool or pond for	that once she	surprising people
اراد م م 15							pond in the zoo (in		the ducks in order to swim and	had seen the	(e.g., planning a surprise
ا الالالا 20:							the area where the		play.	rabbits and	birthday party in the zoo).
Scł ون ^د .70							ducks live).		In the area where the elephant,	visited the	
nary School, i 4 ی پیوند ادب 25.07.2015									lives, there is a playing	Museum of	- Close interaction with the
e Adab Prima ب اn Persian: Date: 2							- A slide (where the		equipment similar to a slide.	Dinosaur.	nature and natural
Prime Sian: G Date:							elephant is sliding		The elephant tries to climb up		elements
ab ers							on)		that but it can't and slides		(e.g., going to the green
Adi Po									down.		space – like a zoo).
je							- Fence of the zoo		There are fences around the		
anc									zones where the animals live.		- Close interaction with the
Peyva									But the guard of the zoo let		animals, birds and insects
Pe									Tania and her family to enter		(e.g., going to a zoo;
									these zones and interact closely		watching and interacting
									with the animals.		with the animals like the
									When the researcher asked her		elephant, the fox, the
									if she had ever visited a zoo.		rabbit, the ducks, and the
									She said no. But after a while,		butterflies in the zoo).
									she answered that once she		- Going to an interesting
									had seen the rabbits and visited		destination (public place)
									the Museum of Dinosaur.		(e.g., going to the zoo and
									the Museum of Dinosaur.		watching the animals
											closely).
											0.030.77.
											- Adventurous experiences
											and learning
											(e.g., watching the animals
											in the zoo, interaction with
											them and learning more

					about them and their lifestyle).
					- 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).

	N. 460	C:-I	4	"The City of	Mosthory		The cun	D. Groon	It is a rainy day	Angusha	Planting and aniquing
	No. 162	Girl	4	"The City of	Weather:	la the besieving	- The sun	D: Green	It is a rainy day. There are some beans in the	Anousha	- Planting and enjoying
		(Anousha)	years old	Family"	Rainy	In the beginning,	The aloud			participated	observing the plants and
					VA/Ib a sa	there is no one in	- The cloud	D. Dive	ground (soil) that have not	in the	their growth stages in the
					When:	that area (or city).	The section	R: Blue,	grown yet. But later these	Creative	nature
					In Daytime	But later Anousha	- The rain	Ochre, Pink,	planted beans grow.	Session with	(e.g., planting the beans in
						and her family		Yellow		her sister	the soil and observing their
					Where:	come.	- The trees		Due to the wind, some of the	(Raya) who	growth stages in the
					In the outdoor			Very	beans have been scattered in	drew	nature; observing the
					environment.		- The bean seeds in	limited:	the air.	pictures No.	growth stages of the tiny
							the ground and air	Purple		157 & No.	flowers in the nature).
									Also there are some tiny	158.	
							- The flowers		flowers that have not grown		- Close interaction with the
									yet.	In the	nature and natural
							- The raven and the			session,	elements
_							sparrow that are		The pigeons and sparrows are	Anousha's	(e.g., being interested in
<u> </u>							flying (invisible in		flying in the sky (invisible in the	sister (Raya)	rainy, snowy and windy
_ <u>_</u>							the drawing).		drawing).	helped her to	weather; planting the
Tehran, Iran مارها										draw and	beans; observing the
<u>के</u> द्व										present her	growth stages of the beans
in Teh, (مدرسه									In the drawing, there is no one	story.	and tiny flowers in the
اران م م 115									there yet. But later, Anousha		nature).
ا مان 20: 20									and her family will go to this		
School, in وسه ی پیوند 07.2015									city which is called "The City of		- Interaction with the
									Family".		animals, and birds
e Adab Primary School, کی پیوند ادب Date: 25.07.2015											(e.g., observing the pigeons
riin an ate									Anousha said: "I am in the place		and sparrows that are
									where the weather is snowy".		flying in the sky).
Nda Pe									Anousha likes snowy and rainy		
ln e ⊿									days.		- Being outdoors; travelling
Peyvande (I											to an interesting
&											destination
_ S											(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).
											ranniy).
	<u> </u>		<u> </u>								

	No. 163	Girl	4	"The City of	Weather: -	She did not	- The river which is	D: Green,	There are two boxes that	Anousha was	- Close interaction with the
		(Anousha)	years old	Goodness"		mentioned	full of fish	Blue, Red	include toys.	so impatient	nature and natural
_		`			When: -	anyone as the			There covers of the boxes are	and active.	elements
lar lar						character of the	- The flowers	R: Brown,	full of star shapes.	She could not	(e.g., observing the grown
١ - ر					Where:	story.		Pink, Black,	One of the box includes fish	sit for a long	flowers in the nature;
<u> </u>					In a green		- The stars	Grey	shaped toys.	time on her	observing the river which is
[e 🥱					outdoor				There is a river with many	seat. Several	full of fish; observing the
in Tehran, Iran (مدریس					environment		- The butterflies		fishes.	times, she	stars in the sky).
									There are butterflies and stars	walked in the	
School, ه ی پیوند 77.2015							- The two boxes of		in the sky.	room during	- Close interaction with the
Sct eid e.X							toys		The colorful flowers grown in	the session.	animals, birds, and insects
									the grass.		(e.g., observing the raven,
m as .: 2 :: 2							- A crow (raven)		A raven and a sparrow that are	In the	sparrow and butterflies
Adab Primary ادب اPersian: م Date: 25.									flying.	session, her	that are flying in the sky).
ab ers D							- A sparrow			older sister	
Adő n Po										(Raya)	- Discovering, Being
										helped her to	surprised, and Receiving
Peyvande (I										draw and	gifts
Š										present her	(e.g., unpacking the boxes
Pe										story.	that are full of toys).

	No. 164	Girl	8	"The Green	Weather:	Main Characters:	- The sun	D: Green,	The drawing depicts her	Most of her	- Close interaction with the
		(Kiana)	years old	Garden"	Sunny	- Kiana, herself		Green,	family's house which is in their	enjoyable	nature and natural
				or		- Her sister	- The clouds	Orange, Red	garden.	experiences	elements
				"The Lush	When:				In reality, they have a green	(in her	(e.g., living in a house
				Garden"	In Daytime	Secondary	- The garden with		garden and their house is	drawing/stor	located in the middle of a
					_	Characters:	trees and river	R: Brown,	located in that garden.	y), have been	green garden with flowers
					Where:	- Her mom		Yellow, Blue	There is a river with fishes near	adopted	and trees; playing in or
					In the garden	- Her dad	- The river		their garden.	from her	near the river which is full
						- Her brother			Everyone plays there together.	experiences	of fish; playing in the green
							- Kiana, herself		Kiana plays with her sister near	in the real	garden and its surrounding
Ę									the river and in the garden.	context.	like riding the bicycle and
12							- Their Family house		She rides the bicycle and		skating in the natural
Ę,							which is in the		skates.		environment).
Tehran, Iran (مدر							garden		There is also a cowshed near (or		
in Teh (مدرسا									in) their garden.		- Close interaction with the
School, in رسه ی پیوند 77.2015							- The cowshed		In reality, Kiana's mother has a		animals
ary School, کی پیوند ادب 25.07.2015							(invisible in the		cowshed and a small herd of		(e.g., watching the herd of
Scho پیوند 07.20							drawing)		cows.		the cows; owning a
									Kiana wishes she could ride a		cowshed; interacting with
ary ادب 25.							- The cows		cow.		the cows; and being
									In reality, she scares the caws.		interested to ride the cow).
e Adab Primary ادب (In Persian: Date: 25.											
ab ers											- Being outdoors
Ad n P											(e.g., going to the garden
eg =											and playing in the green
an											environment and near the
Peyvande (I											river).
Pe											
											- 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).
											,

						 - 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).
Peyvande Adab Primary School, in Tehran, Iran (امدرسه ی پیوند ادب In Persian: Date: 25.07.2015						- 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).
Peyvande Adab P (In Persi						

Place & date of creative	Reference no. of the drawing	(parti	the child cipant re session)	(ехі	Interpretation and categorization						
session		Gender	Age	Name given by the child to the drawing	Place, time, and weather in the drawing/stor y	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)

	No. 165	Boy (Mahan)	7 years old	"The journey of mice"	Weather: Sunny	Three mice and a cat	- The mouse hole	It is a colorful drawing.	He has presented his story like a storyboard.	He has presented	- Experiences and characters influenced by the cartoons,
		(ivialiali)	years old		33,		- The three mice	~. ~	July inte a story board.	his story	cartoon characters, movies,
					When:			Blue, Black,	There are three mice	like a	computer games, or story
					In Daytime		- The cat	Red, Brown,	who want to travel.	storyboard	books
					-			Pink, Green,	When they try to get		(e.g., developing and drawing
					Where:		- The airport	Yellow	out of the mouse hole,		a story that centers on the
					In the garden				they see a cat. They		rivalry between the mice and
							- The airplane		scare and escape into		a cat which are the characters
									their hole.		of the story, similar to 'Tom &
									They think and try to		Jerry' cartoon).
									solve the problem		
									together.		- Escaping and sense of
									They come up with idea		victory
									of building a car.		(e.g., the mice invent a car and
									Thus, they build a car and get into that and		get into that in order to escape from the cat).
									exit their hole.		cacape from the cat).
_									They go to the airport		- Sense of invention,
ra									by their car and board		creativity and problem
n, l on)									the plane to travel to		solving
ehra (مدرر) Sessi									another country.		(In the story, three mice who
Tel											want to escape from the cat,
in services											unite and think together to
jo 기 뉴											solve their problems; and
ho											finally they invent a car, get
bir Primary School, in Tehran, Ir (امدرسه ی تنبیر (مدرسه ی تنبیر) (Pate: 26.07.2015 (First Session)											into that and escape).
ma Per											- Being in a high place
Pri											(e.g., travelling by an airplane;
Tadbir Primary School, in Tehran, Iran (امدرسه ی تدبیر (In Persian: مدرسه Date: 26.07.2015 (First Session)											flying in the airplane).
Ľ											- 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).
	1	1	1						<u> </u>	1	