

What to print

- **Once, for yourself:** run.pdf, 1 page. Hold it while you run the session.
- **One copy per girl:** sheets.pdf, 2 pages. Sheet A and Sheet B. That is 2 pages per girl.
- **You do not need:** pages 5 to 7 of this guide, the key. The session runs without it.

Guide, Watch and Wonder

Group 4 to 24 · Materials: paper, pencil, one scrap of paper per girl to crumple, used paper is fine · SDG 4, 5 · EN edition · Released · Nameet Potnis, author and English editor

Before you enter the room

- **Crumple one scrap yourself and watch it for a minute before the session. Soft or damp paper may not open.**
- Nobody touches the balls between the first look and the second.
- You do not give the answer. Hand the question back: "What do you think?"
- Used paper is the right paper.

Read this once at home. In the room you only need the run sheet. Where this says "you", it means whoever is running the session: a teacher, a volunteer, an older sister.

Who it is for

- **For ages 4 to 7.** Girls who can hold a pencil and look at one thing for a minute. No reading and no writing are needed anywhere in this session.
- **Looking and figuring out.** Not the same as Shadow and Shape: there she changes one thing on purpose, here the thing changes on its own and she only watches.
- **Group size.** 4 to 24 girls.
- **Different levels in one room.** A four-year-old and a seven-year-old do the same thing with the same paper, and the stretch sits inside the activity. A girl who is still learning to draw puts one mark in the box for the ball and one mark for the part she pointed at, and that is a finished sheet. A girl who is ahead counts the corners she can see and makes a mark for each one, writes or traces one word for her ball, and draws it a third time on the back of Sheet B. Nobody gets a different sheet.

What you need

- One learner sheet A and one learner sheet B per girl

- One pencil per girl, or one shared between two
- One scrap of paper per girl to crumple, about the size of her hand. Used paper, one side already written on, is better than new paper
- **Free and optional:** nothing
- **Nothing here costs money.**

Why the session is shaped this way

The thing changes by itself, and nobody touches it. A tightly squeezed paper ball opens on its own for several minutes after it is put down. That is the whole engine of this pack. She looks, she leaves it alone, she looks again, and something is different. Because she did not touch it, the change is not something she did, so the question "what happened?" stays open, which is where wondering comes from.

Used paper is the right paper. Paper is not free everywhere, so use the back of something already written on. Say so out loud if the girls hesitate: "This paper has done its first job. This is its second one." At the end she flattens it out and it is still paper.

One thing, looked at closely, beats three things. Four-year-olds will offer to fetch leaves, stones and sticks. Keep the session on the one ball in front of her. The skill being practised is looking for longer at one thing, not collecting.

Pointing is recording, at this age. Most of the group cannot write, and some cannot yet write their own name. So the record is a drawing, a mark, a pointed finger and a spoken word. Write her name on the sheet for her as you hand it out, and write her word underneath her drawing only if she asks you to. Her drawing does not have to look like the ball. It has to be hers.

The waiting job keeps hands off. The change needs a few minutes of nobody touching anything, which is a long time for a four-year-old sitting next to something interesting. So the middle stretch stands the room up and moves it away from the tables, and it practises the same skill on things that cannot be squeezed: the door, the floor, her own hand.

You do not give the answer. When somebody asks why it opened, hand the question back: "What do you think?" Then: "We can look again tomorrow." A girl this age does not need the word for it. She needs to have noticed it.

Including everyone

A girl who cannot yet read. This session asks her to read nothing at all. The two words on Sheet B, DIFFERENT and SAME, are read aloud by you, once, pointing at each as you say it, and she puts her

mark on the one she means. If she wants a word for her ball, she tells you, you write it faintly in the trace line, and she goes over it. She finishes holding exactly the same two sheets as everybody else.

A girl who joins late. Tear her a scrap at the door, squeeze it with her, and say one sentence: "Put it down, do not touch it, and draw it." That is the whole task and it needs none of the earlier steps. If she arrives after the second look has started, she does her first look now and her second look while the others are closing, which takes two minutes. Never ask her in front of the group where she was.

Boys in the room. Boys do the same activity with the same paper and the same sheets. Two things keep the session centred on the girls, and neither excludes anybody: the girls point and say first in the closing round, and you watch that the quickest voice in the room does not answer for the girl next to him. If a girl's drawing is laughed at, say one sentence, "Every drawing here is of a different ball", and carry straight on.

A girl who does not want to squeeze her paper. Some girls will not want to crumple paper, and in some homes that is a sensible instinct. Squeeze it for her, or let her watch a partner's ball and draw that one. She is doing the same work either way.

If it goes wrong

Hands. A ball gets picked up, flattened, swapped or sat on, and the change is gone before the second look. This happens in almost every group and it is not misbehaviour, it is a four-year-old next to something that moves. Tear her a fresh scrap at once, squeeze it with her, and start her again at the first look while the rest of the room is on the waiting game. Say nothing about the first one being spoiled and do not use it as a lesson for the group. If it happens to half the room, put the balls somewhere the hands are not: on the far end of the table, or on a chair turned to face the wall.

It looks the same to her. Her ball barely opened, or her two drawings look identical to her, so she says nothing changed. Do not tell her it changed. Ask her to look at one part only: "Show me the corner you drew first. Is it still down?" Then put her flat hand beside the ball and ask whether it reaches further than her fingers now. If she still says it is the same, let her mark SAME and say it plainly: "Then that is your answer, and you looked properly to find it." A girl who reports no change honestly has done the thing this pack teaches. Never rub out a mark to make a sheet look better.

Adapting it

- Swap the paper ball for whatever changes on its own where you are: a picked leaf on a warm sill that curls, a wet handprint on a stone that dries, a puddle after rain, a cup of water left in the sun for a second look next week. The paper ball is the one that works in any room, in any weather, with nothing else in it.

- Use the words your girls use for DIFFERENT and SAME. You read both words aloud anyway.
- If your group meets again, keep the flattened papers. Next time, each girl looks at her own paper once more and draws it on the back of Sheet B.
- A group of four can do the whole session sitting in one circle with the balls in the middle, which makes the hands easier to hold on to.

Running it shorter or longer

30 minutes. 0 to 4 squeeze it and put it down, 4 to 12 the first look, 12 to 18 hands behind your back, 18 to 25 the second look, 25 to 30 point and say what changed. This is the real version of this pack for a new group, and nothing in it is a cut-down. What it gives up is the third look and the slow closing round, so a quiet girl may not get her turn to point at her own drawing and say her word. If you have a quiet girl, go to her first.

45 minutes. 0 to 6 squeeze it and put it down, 6 to 17 the first look, 17 to 25 hands behind your back, 25 to 36 the second look, 36 to 45 point and say what changed. The extra time is spent on looking, not on new work: every girl gets asked to point at a small part twice, and every girl gets her turn to speak in the closing round.

60 minutes. 0 to 8 squeeze it and put it down, 8 to 22 the first look, 22 to 32 hands behind your back, 32 to 46 the second look, 46 to 60 point and say what changed. Use this length only with a settled group that already sits for half an hour. The extra time adds a third look on the back of Sheet B, and two or three minutes of guessing at the end about what the paper will look like tomorrow. It adds no new sheet and no new activity, because a longer session for this age means more looking, not more content.

Keeping it safe

Nothing in this session can hurt anyone. Paper and pencils only, and the paper balls stay on the tables. If a girl wants to keep hers, let her.

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Key and facilitation cues

Answers and what to say, Watch and Wonder

Answers

There is no single correct answer in this pack. Accept any drawing she makes of her own ball, and accept either word at the end. DIFFERENT and SAME are both real results, because she got them by looking.

One thing is worth knowing before you run it: a tightly squeezed paper ball opens a little on its own for several minutes after it is put down, and it opens more if the paper is thin, dry or already creased. So the usual answer is that it got wider, that a corner lifted, or that it is not as round as it was. If your paper is soft or damp it may open very little, which is why you squeeze one yourself before the session.

A sheet is finished when:

Sheet	Finished when
A	One drawing of her ball, and one small part she pointed at drawn on purpose. Marks instead of a picture count
B	A second drawing, and one word marked. The trace line may be empty

What you might see

What is on the page	What to offer next
One shape in each box, no small parts, nothing marked	Kneel beside her and point at the real ball: "Show me a corner." Then: "Put that corner in your drawing." One part is enough
Two drawings that look the same to her, and SAME marked	Ask about one part only, the corner she drew first. Then lay her flat hand beside the ball and ask if it reaches further than before. If she still marks SAME, leave it: she looked, and that is the work
Two drawings, several small parts, a word in the trace line	The back of Sheet B, for a third look. Then ask her what it will look like tomorrow and write her guess in her words

Sticky points

What happens	What to say or do
She touches, flattens or swaps her ball	Tear a fresh scrap, squeeze it with her, start her again at the first look. Say nothing about the first one
She asks why it opened	"What do you think?" Then "We can look again tomorrow." Do not give her the answer
She says her drawing is wrong or ugly	"It is your ball, and nobody else has that one." Then ask her to add one more part. Never draw on her sheet to correct it
She wants to fetch a leaf, a stone and a stick as well	"Today we look at one thing for a long time. Bring the leaf next time"
She copies her neighbour's drawing	"Hers is her ball and yours is your ball." Then ask her to point at one part of her own and put that in
She will not crumple the paper	Squeeze it for her, or let her draw a partner's ball. Same work either way
Nothing changed at all, in the whole room	Say so honestly: "Today our paper stayed still." Then all mark SAME, and try again on a dry day. A room full of honest SAME is not a failed session
She cannot write her name	You write it as you hand the sheet out, before she has to ask

Say "show me one small part", never "look properly". Say "what do you think?", never "no, that is not why". Never hold one girl's drawing up as the good one: if the group needs to see a drawing, draw a plain ball on the board yourself.

If something serious comes up. A session this small rarely goes anywhere heavy, but if a girl says something that worries you, bring the group back to the paper at once and keep the session running normally. Ask her nothing in front of the others. Speak to her alone afterwards, briefly, with no pressure to say more, and follow whatever safeguarding route your school or organisation already has, the same day. If there is none, tell somebody senior the same day. Write nothing about it on her sheet.

After the session

Each girl flattens her paper out and keeps it, or you keep the flat papers in one pile. The next looking session can open with "find your paper, is it still like your drawing?" Nothing else needs storing, and nothing in this pack is graded, counted or reported.

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