Drawing Together

A short guide for the grown-up. Your set has two age versions: 2–3 and 4–6. Choose one suitable story; there is no need to print everything.

Prepare a printed page and age-appropriate crayons or pencils. Read the short story. Looking, pointing, making any marks, or stopping are all ways to take part.

Talking and adding to the picture are optional. Do not grade the drawing or require it to be finished. A chosen color does not diagnose a feeling or condition.

If the child becomes upset, put the page aside, make the situation safe, and stay available. Offer a hug rather than insisting on one. These are play materials, not assessment, treatment, or individual professional support.

Printing: select the A4 or Letter paper matching the file. Start at actual size (100%) if the whole page fits the printable area; use fit to printable area if an edge would be clipped. Print on one side. Select one page first and check the preview and margins.

Stories in This Set

F01 · Tima Makes His Own Choice

F02 · Mila Meets a New Friend

F03 · Rain Changes the Plan

F01 · Tima Makes His Own Choice

Start: “Tima is showing what he likes.”

Support: “You can choose from the things that are suitable right now.”

An invitation: Ages 2–3: You can choose a color for the cap. Ages 4–6: What pattern would you like to add to the cap? Choose one invitation if the child is interested.

Avoid: Keep safety choices honest: the clothes must suit the weather. Do not require a reason for a preference.

If it feels difficult: Put the sheet aside, stay available, and make things safe. Do not demand an explanation. Offer closeness or a hug without insisting.

Ending: Tima goes outside in the cap he chose. The child can leave it uncolored or give it a pattern.

F02 · Mila Meets a New Friend

Start: “Mila is interested and is watching for now.”

Support: “You do not have to come closer right away. We can stay nearby.”

An invitation: Ages 2–3: You can point to Mila. Ages 4–6: How could Mila begin to get to know someone? You could add a detail to the road. Choose one invitation if the child is interested.

Avoid: Do not call silence rude or require a greeting, a hug, or handing over a toy.

If it feels difficult: Put the sheet aside, stay available, and make things safe. Do not demand an explanation. Offer closeness or a hug without insisting.

Ending: Mila can choose to watch or join in. Neither choice means she has failed.

F03 · Rain Changes the Plan

Start: “They were waiting for a walk, and things turned out differently.”

Support: “It is okay to feel disappointed. We can think of another game later.”

An invitation: Ages 2–3: You can make any rain marks on the window. Ages 4–6: What might the blanket become when the friends feel like playing? Choose one invitation if the child is interested.

Avoid: Do not demand an immediate bright side. Do not label rain or sadness as bad.

If it feels difficult: Put the sheet aside, stay available, and make things safe. Do not demand an explanation. Offer closeness or a hug without insisting.

Ending: The friends can stay by the window, play later, or choose something else.

Sources and Boundaries

These stories draw on general principles of play, shared attention, and respect for a child's initiative. The sources below have not evaluated Tihomir and do not validate its effectiveness.

NAEYC: How Process-Focused Art Experiences Support Preschoolers — https://www.naeyc.org/resources/pubs/yc/feb2014/process-art-experiences

Harvard Center on the Developing Child: Serve and Return — https://developingchild.harvard.edu/key-concept/serve-and-return/

More about the format and its boundaries: tihomir.online/en/about/. A grown-up stays nearby. Never submit a child's personal or medical information through a QR link or website form.

Larger sets offer more everyday situations, not a promise of a stronger psychological effect. English-language sales, market prices, and delivery terms are not available yet. This English edition is a digital preview awaiting review.