

WINDOWS ON YOUR WORLD

1. SUNSHINE AND SHADOWS

LESSON PLAN



In this interactive workshop participants will explore different creative and fun ways of describing the heritage world around them. The 'Appreciative Inquiry' methodology facilitates highly engaging conversations drawing out architectural memory and levels of visual awareness.

Participants will:

- Learn more about themselves and others
- Reveal the extent of their architectural memory
- Describe their favourite old windows in ways that appeal most to them
- Actively express their opinions and knowledge
- Share and learn from each others' experiences and knowledge
- Paint old windows through team working
- Discuss what windows are for
- Discuss what happens when the sun shines through windows
- Learn about the relationship between the sun and the earth

RESOURCES

Conservation architect

Involve a friendly local conservation architect. His or her knowledge of old buildings and spaces will bring an invaluable added dimension to participants' learning.

'Your Favourite Window' exercise

- A4 paper – 1 sheet each
- Lead pencils
- Crayons or
- Markers

'Sunshine and Shadows' exercise

- Old windows – either in your school or an old building nearby
- A sunny day
- Rolls of lining wallpaper, 1200 gauge



- Painter's masking tape
- Aprons or adults T shirts
- Lead pencils
- Bristle brushes
- Tubs of yellow and rusty red coloured paint
- Old newspapers

--> **PROMPT** When you see this symbol refer to your Prompts document for this workshop.

ACTIVITIES

1 ICEBREAKER

Ask each person, in turn, to say:

- Their first name
- Where they were born
- Where they live now (the area or street is sufficient)
- The things they love doing best of all when they aren't at school (or work) --> **PROMPT**

2 YOUR FAVOURITE WINDOW

(Allow approximately 45 minutes overall for this stage of the workshop. Suggested time allocations for key tasks within this activity are also shown for guidance).

Ask the participants to think of their favourite window - one they really like looking through. It should be a real window anywhere - except in the school [or building you are using]. It can be any kind of old window - large or small. If some participants are stumped suggest they pick one they know.

Grouping Format

Form pair buddies at random. Ask each pair to choose one person to report back.

Ask participants to describe, to their pair buddy, what their favourite window looks like inside and out. (20 minutes should be enough time to do this and for you to pose periodic prompt questions)

Encourage participants to do this in whatever way appeals most to them:

- Talking to their pair buddy.....or
- Writing down what they remember....or
- Drawing it....or
- All of these things

--> **PROMPT**

Think of all the things you remember about it.

Ask the pairs to tell each other, in turn, what they like so much about their favourite window? (2-3 minutes each)

Ask the pairs to tell each other anything they don't like about their favourite window (2-3 minutes each)

3 SHARING LEARNING

(15 - 20 mins)

Use the newly created drawings as the learning resource. Ideally discuss drawings one by one in smaller groups (6). Otherwise, randomly select the most interesting or unusual drawings from the whole group.

Ask each 'artist' to identify him or herself. Then ask the rest of the learning group to tell the 'artist' what they see in his or her drawing. From time to time check back with the 'artist' to see if the others identified correctly what's in the drawing.

Once the learning group's knowledge is exhausted highlight other elements in the drawing to introduce new words and information.

Keep expanding on the learning with periodic prompt questions. --> PROMPT

Close each sharing learning conversation with confirmation questions to the 'artist'. --> PROMPT

4 SUM UP

(10 mins)

Summarise the emerging learning

5 SUNSHINE AND SHADOWS

(Allow 60 minutes overall)

Children really love this! This exciting, creative and fun activity allows even very young children to create a giant sized painting of an old window - in whistle stop time.

Choose old windows that generate interesting but relatively simple shadow patterns.

Drawing and painting process
(30-40 minutes)

Ask each participant to draw, with lead pencil, along the lines where the sunshine meets the shadow.



Position half the participants with the yellow paint at one end and ask them to brush this into the shapes made by the sunshine - as defined by their pencil lines. (Ignore the fact that the window shadow pattern has already moved).

Position the other half with the reddish-brown paint group at the opposite end. Ask them to paint the shapes made by the shadows - paint out to the edge of the wallpaper sheets.

Swap over

Half way through swap each paint-colour group to the opposite end. When the groups meet in the middle the 'Sunshine and Shadows' painting is finished.

6 DRAW OUT LEARNING (Allow 10 minutes)

Follow-up conversation. This is best held the same day, say an hour or two later. The conversation content will depend on the childrens' ages and abilities. Key questions include:

- Describe the shape of the window pattern you painted
- What sort of window is this?
- Is the window shadow pattern in the same place as it was when you were painting?

--> **PROMPT**

7 FINAL FEEDBACK

General questions to the learning group

Tell me something you know now that you didn't know when you got up this morning.

What did you enjoy most this morning?

What things were tough for you to do?

