

WINDOWS ON YOUR WORLD

2. THROUGH THE LOOKING GLASS

LESSON PLAN



During this creative, fun workshop participants will develop their visual awareness of old buildings around them through drawing, visiting and talking about old windows.

Participants will:

- Develop awareness about activities that most energise them
- Recap on things they remember and found challenging from Workshop 1, 'Sunshine and Shadows'
- Learn to identify and accurately describe a typical old window
- Choose and draw their favourite window in the room
- Share their learning and experiences with each other
- Notice views through windows
- Discuss the purpose of windows and how they work

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.

Recap Session

- 2 rolls of lining wallpaper, 1200 grade
- Painters masking tape
- Thick coloured markers, enough for at least half the learning group

Describing a typical old window

- Find a '6 over 6' or a 12 pane sliding sash window (in your building or nearby)

What are windows for?

- A3 paper – 1 sheet each
- Lead pencil
- Sets of one of the following:



- o Crayons
- o markers
- o twistables

ACTIVITIES

1 ENERGY TEST

Ask each person, in turn, to say:

- their first name
- something they really loved doing since Workshop 1- something that lit them up

This can be any kind of activity. It can be outside school or work but should be the thing participants loved doing most. --> **PROMPT**

2 RE-CAP SESSION

(20 mins)

Roll three lengths of lining wallpaper out on the floor – make these long enough for a third of the participants to work together on one of the three sheets. Tape sheets down with painter's masking tape.

Using a thick coloured marker draw a mind map on each sheet and write one of the following questions in each circle:

- What did you remember most from our first workshop?
- What did you like least from our first workshop?
- What new words do you remember from our first workshop?

Ask the three groups of participants to write or draw their answers to each question at the end of a spider line. Encourage them to choose whichever method is easiest for them. Add spider lines as necessary. After a few minutes swop the groups over until everyone has had a chance to add their answers to the mind-map questions. --> **PROMPT**

3 TWELVE PANE SLIDING SASH WINDOWS

Moving outside, gather participants around a traditional twelve pane sliding sash window. Using a series of Appreciative Inquiry questions draw out participant's own knowledge to help them describe the window architecturally. --> **PROMPT**

Using the chalk board invite five volunteers to write a word each to describe the window.

Twelve **pane** **sliding** **sash** **window**

Invite one or two participants to have a go at drawing a twelve pane sliding sash window shape. This is quite challenging but with a bit of guidance and rubbing out, the correct number and shape of panes often emerges.

4 WHAT ARE WINDOWS FOR? (10 mins drawing, 10 mins colouring in)

Ask participants to look at the different windows in the room and what they see through them. Then ask them to pick their favourite window and describe it to their new pair buddy in whichever way is easiest for them. This may be by:

- talking
- writing words
- drawing
- a combination

--> **PROMPT**

5 SHARING LEARNING (15 minutes)

Lay all the drawings in a big circle or long line. Invite participants to walk slowly around the circle/line to see what everyone drew. Randomly select a drawing. Share learning from a variety of drawings.

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?

