

WINDOWS ON YOUR WORLD

2 THROUGH THE LOOKING GLASS

POSSIBLE PROMPTS



Injecting intermittent prompt questions at periodic intervals expands participant's thinking. If participants are slow to start resist any urge to put words in their mouths.

Leave a reasonable time between each prompt question.

Suggested sequences of prompt questions for each activity include:

1 ENERGY TEST

Some participants may struggle initially to come up with something they really loved doing since the last workshop – something that *really* lit them up.

Possible prompt questions include:

Think of something you really enjoyed

Was there something that gave you a good feeling in your tummy?

Did anything you did during our last workshop come back into your head afterwards?

Do you remember doing something outside school or work that gave you lots of energy?

2 RECAP SESSION

Mindmap feedback questions include:

- What do you remember most from last time?
- What did you like least from last time?
- What new words do you remember from last time?
- What is the easiest way for you to describe what you liked or disliked most?
- Writing down some words?.....or maybe doing a drawing?

- What things did you remember most from last time?
- Was it talking to your pair buddy?
- Was it drawing your favourite old window?
- Was it seeing someone else's drawing of their favourite old window?
- What do you remember about painting the sunshine and shadows?

3 DESCRIBING A 12 PANE SLIDING SASH WINDOW

Open up a conversation about the window through the following questions:

When you look at this window what do you see?

What shape is the window?

They may say it's a 'square'. If this happens ask:

'Is it really a square? Are you quite sure?'

Eventually someone will say – a rectangle.

How many rectangles do you see?

Possible right answers

- 12 - for each small rectangle of glass
- 13 - if they also count the overall window opening in the wall
- 15 - counting the two rectangles formed by the top and bottom sashes.

What is the window made of?

Pointing out different parts of the window until participants' reveal the following:

Wood Do you know another word for wood?

Timber

Paint What colour is the paint?

White (or whatever it is)

Glass What sort of glass?

Clear, frosted, coloured, or stained

What stops the glass from falling on the ground?

What do you call the white thing around the glass?
(If it's another colour substitute that).

Someone may know the word 'frame' or you may have to give it to them

Then ask: **Do you know what you call the top half of the window?**

Young children are unlikely to get this unaided themselves. Some participants may come from a background where a father or brother is a member of the Apprentice Boys or Orange Order. Ask them if they know the thing their Daddies and Uncles wear when they are marching – a sash!

Is anything else needed to stop the glass falling out?

Putty (you will probably have to tell them this word and explain what it is)

What do you call each piece of glass?

By way of a prompt ask...

Do you ever get a pain in your side?

Well, did you know there's another kind of pane – a 'pane' of glass. This sounds the same but has a different spelling – **p a n e**

Do any of you have a window like this one in your house?

Maybe you've seen one like it in someone else's house?

Do you know how this window opens?

Participants might say something like: you push it up and down.

Draw them out further by asking:

Can you think of another word for pushing one thing past another thing?

Slide the palms of your hands past each other to give a clue.

If the word isn't forthcoming ask what sort of things they do at their local play park – this should eventually draw out the word 'slide'.

One sash slides past the other – up and down.

A child might ask what stops the top sash from falling down?

A simple explanation is:

Each window sash has ropes with heavy pieces of lead metal on the end. These are attached to the two top corners of the sash and are hidden in long boxes, one on each side of the frame. When someone slides the top sash up the lead weights and ropes slide over a wheel inside the frame. Lead weights dangling from the ropes are so heavy they stop the sash sliding down.

Can you see anything else when you look at the window?

What do you see when you look at the glass?

What do you see inside?

Do you see anything else on the glass?

Keep throwing out questions bit by bit until the children start to notice things that are reflected in the window - this may not happen immediately

What things do you see in the glass from outside?

What do you call things that appear in the glass but are outside?

What do you call it when you can see yourself in the mirror?

If they are struggling give them the word 'reflections'.

Is the glass old or new?

How would you be able to tell if it is old glass?

Do the reflections on the glass look a bit wobbly?

Old glass has ripples on the surface and makes reflections look wobbly.

Old glass is very, very special.

Finally - how would we describe this window?

How many rectangles of glass do you see?

Twelve

What do we call the pieces of glass?

Pane

How does it open?

Sliding

What do you call the bits that slide open?

Sash

What do you call the whole thing?

Window

It's a twelve pane sliding sash window!

What's it made of? painted wood/timber, clear glass? frosted glass? coloured glass?

Is the overall rectangle portrait (vertical) or landscape (horizontal)?

What do we see when we look through the glass?

Views

What do we see in the glass?

Reflections

4 WHAT ARE WINDOWS FOR?

Does the shape of the window on your page look the same as the window you're looking at?

Is the window frame one line or two lines thick?

What do you see outside when you look through each pane of glass?

What colours are the different things outside?

What colour does the window frame have when you look at it?

Even if the paint is white is that the colour you actually see when you look at it?

Look carefully.

Does it still look white to you? or

Does the white paint seem to have a different colour when you look at it?

What colour is that?

What things do you see around the window inside?

What colours are they?

Try drawing some of the things around the window on the inside

5 SHARING LEARNING

After you have randomly selected a drawing and identified the 'artist' Ask the rest of the learning group to tell the artist what they see in his or her drawing. Focus on new and different parts of a drawing where these offer opportunities to highlight new words.

Inject periodic **prompt questions such as:**

What are windows for?

Why do we put windows in our buildings?

What would a room be like if it had no windows?

How would you feel if you were in a room with no windows?

If all the windows are high up what might you see through them?

Do you know any rooms like that?

How would you feel in that kind of room?

Why do most windows open?

What happens to a room when you can't open the windows?

How do you feel when that happens?

What does the room look like when it's dark outside?

What things do we use to keep the sunshine out of the room when it's too bright inside?

What does the room look like when it's raining outside?

When it's raining outside how do you feel inside?

What happens inside a room when it's sunny outside?

How do you feel when you're inside a sunny room?

How do you feel when you're inside a room that never gets any sun?

What do you call the things we see when we look through the window?

There is a word that describes all the things we can see – no matter which window you’re looking through. Can you think of that word?

Help them towards finding the word ‘view’ themselves – someone may well know it.

What do you think of the view through your favourite window in this room?

Do you like it?

What do you like about it?

What are the three best things about the view through your favourite classroom window?

Is there anything you don’t like about the view?

What are the things you don’t like?

