

WINDOWS ON YOUR WORLD

3. PIECING IT ALL TOGETHER

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 POST- IT NOTES FEEDBACK

Think of something you really enjoyed

Did anything come back into your head later on?

What do you remember about your favourite classroom window?

Maybe you remembered someone else's drawing of a favourite window?

Was there anything you found really hard to do?

What things were hard to do?

2 PIECING IT ALL TOGETHER

Describe the view you see through your favourite window.

Is the frame just one line?

Does it have a thickness?

How would you draw the frame to show it has a thickness?

What colour is the frame when you look at it?

If the window frame is painted white...

Do you really see white when you look at it?

What colour do you see?

Encourage the children to keep looking up at the view they are trying to re-create.

4 THE MOST INTERESTING CLASSICAL WINDOW TO YOU

To help participants describe the classical window that most interests them from the outside pose the following prompt questions periodically.

What shape is it?

What shape is it at the top?

What is the frame made of?

What do you see when you look at the window?

How many panes of glass do you see?

In areas where vandalism is a problem some buildings might have a mesh grille or storm glazing protecting the glass.

Is anything in front of the window?

What do you call that?

Once you are all inside if there are any stained glass windows you might ask:

What sort of glass is in this window? **Coloured**

What holds all the small pieces of glass together?

Can you guess what material that might be?

Hold off on telling the children and see if they come up with 'metal'

What sort of metal?

What do you call the part of your pencil that writes on the page? **Lead**

Is the lead in your pencil hard or soft?

The lead metal that holds the small pieces of glass together is a soft lead.
Can anyone guess why soft lead is used?

Look at the shapes of glass – what do the people making the window have to do with the lead to get it to fit the shape of glass?

They have to bend it – so the best metal for that is a soft one – like lead.
The soft lead strip holding the glass together called a ‘cam’.

5 YOUR FAVOURITE CLASSICAL WINDOW

Pick your favourite window in the church

While participants are talking, writing or drawing pose the following prompts periodically:

Are there any views through the window?

If there are, what do you see?

If there are no views what do you see?

What makes the picture in the window?

What sort of glass is the window made of?

What do you see through a stained glass window from inside looking out...

...during the day?

...at night?

What do you see looking through a stained glass window from the outside?

...during the day?

...and at night?

What it is about the window that you like and.....don't like?

Maybe it's what it looks like?

Is it what you can see through it?

Maybe it's what happens when the sunshine comes in?

6 SHARING LEARNING

Good questions include:

What do you see in the drawing?

Do you know who's in the picture?

Do you see anything else in the picture?

What colours do you see?

