

WINDOWS ON YOUR WORLD

5. DREAMCATCHERS

LESSON PLAN



In this highly creative, fun, workshop participants share their collective learning from the previous four workshops. Visioning fosters creativity and the ability to jump into the future to imagine and co-create a better, different world.

Participants will:

- Demonstrate their increased awareness and ability to:
 - o Explain the purpose of windows
 - o Name and describe five historic window types
 - o Identify two key historic architectural styles
 - o Explain how windows influence our feelings
- Develop:
 - o Public speaking and
 - o Listening skills
 - o Confidence
 - o Creative visioning and design skills
 - o Team working
 - o Relations between the children and teachers of other schools
 - o Making friends with new people



RESOURCES

Sharing Learning

- Windows in the room you've chosen for this joint workshop
- The environment visible inside and outside the room
- Drawings created during workshops 1-4

Advance Preparation

P3 class teachers from the partner schools meet to select and scan in 2-3 of the most graphic examples of the participants' drawings from each key activity in the previous four workshops. Arrange these chronologically in a short PowerPoint – maximum 10 slides. Maximum 2-3 images per slide. No text needed on slides.

Your Favourite Window Now

- A3 paper – 1 sheet each
- Lead pencils
- Twistables or coloured markers – something that lets participants produce punchy colours and strong lines

Your Dream House

- A2 sheet of paper per 3 participants or A1 sheet of paper per 6 participants
- Lead pencils
- Coloured markers or 'Twistables'

ACTIVITIES

1 INTRODUCTIONS

(10 minutes)

Invite adults present to:

- Say their name
- Where they were born
- Where they live now

This often reveals unexpected diversity in the backgrounds of the adults present.

2 SHARING LEARNING

(20 minutes)

Project the previously prepared combined PowerPoint slideshow. Use the selected images to draw from participants the extent of their learning so far. Identify the 'artist' of each image and ask the others to describe what they see in the drawing.

--> PROMPT

Check back with 'the artist' periodically for confirmation or clarification.



3 YOUR FAVOURITE WINDOW NOW

(30 minutes)

Ask participants to write their name on the back of their page.

Think of all the different windows you've seen over the past few weeks. Pick your favourite window of all the different ones you've seen and describe it whichever way appeals most to you:

Draw it, talk about it, write it in words, write a poem, act it out, sing a song! --> **PROMPT**

Sharing Learning

Invite each table of pupils to tell their designated adult what they see in the different drawings. Identify the 'artist' for each drawing. Ask the others to describe what they see. --> **PROMPT**

Time permitting ask each group of six to choose one person to tell the rest of the learning group about the favourite windows at their table. Repeating what they've just heard reinforces learning.

Teacher/ Facilitator to summarise

BREAK

15 minute break + 15 minutes toileting

As a special treat arrange for fruit juice and biscuits (tea/coffee for the adults)

4 YOUR DREAM HOUSE

(40 minutes)

- Explain activity and hand out materials (10 mins)
- Complete the task (30 mins)

This is an opportunity to encourage participant's creative juices to give free rein to their imagination. Include 5 minutes for each group to talk to the conservation architect/teacher or facilitator about half way through.

Allow time for each trio or group of six to refine their vision after consultation with your conservation architect, teacher or other facilitator.

Groupings

Divide participants into groups of three or six. Ensure a mix of children from each school.

Scenario

'We are five years in the future. You have just moved into your dream house and the people at your table are your pretend brothers and sisters. You all belong to the same family. Your new house is full of life. It is the best house in Derry~Londonderry. [Insert your own place name here.]

Your dream house has really amazing windows – you've never seen anything like them before. All your family and friends love visiting your house every day of the week – winter and summer. It's truly magical. It's the best house in the world for parties and sleepovers. It's beyond your wildest dreams'.

Describe your new dream house

Encourage participants to do this with drawings and words, in poetry, drama, pictures or models.

--> **PROMPT**

5 SHARING THE VISIONS

(15 minutes)

Invite each trio to hold up their dream house for the rest of the class to see. Ask the others to describe what they see in the presented vision.

Go around all the groups if possible. If time is short, select group visions at random.



6 COMMUNICATING THE DREAM HOUSE VISIONS

(30 minutes)

Each trio has created a magical vision for its 'dream house' – each group has five minutes to communicate that vision to the other 'families' (or the rest of your schools). Consider turning these into a larger performance for the rest of the school.

Encourage participants **communicate their vision** this whatever way appeals most – drawings, drama, dance, song, poetry

One really important rule

Ask the children to **speak in the present tense** when they are speaking or writing about their dream house. This encourages the vision to become real in their minds.

Explain to the participants that it takes a lot of energy to turn a vision into reality. When they are communicating their visions they should think of ways to communicate the energy and enthusiasm it's taken to turn their ideas into reality. Remind them that all of them are great at different things. Encourage the participants to discover the different things each person is really good at and to find a way to include these things in their trio's or group's performance.

The performance should involve everyone in the group – allow 5 minutes for each group to present its vision. This stage could be developed over two or three weeks to present to the rest of the school at the end of the week or term.

7 FINAL FEEDBACK

Invite the participants to answer the following questions:

Think of something you know now that you didn't know when you came into school this morning?

What do you remember most from the other workshops?

What did you love doing most today?

What things did you find tough?

