

WINDOWS ON YOUR WORLD

5. DREAMCATCHERS

MAKING THIS WORK FOR YOU



This final workshop is an opportunity to bring two Primary 3 or Primary 4 classes from different schools together. This workshop also works equally well for a single class. It will be most beneficial if classes have completed workshops 1-4.

ADULT: CHILDREN RATIOS

Successful delivery to combined class groupings of up to fifty children requires additional supervisory and teaching support from classroom assistants and/or volunteers. An ideal ratio is 1 adult: 6 children.

CHOOSING A GOOD VENUE

Look for an old building close to the participating schools that is:

- Accessible to the public
- Has old windows (and old window frames) with good views to the outside
- A room large enough to accommodate:
- Tables seating 6 children at each
- 1 table for refreshments
- PowerPoint projection facilities
- Wall pinup space to display output from workshops 1-4
- Toilets for boys and girls
- Facilities to prepare refreshments

APPROPRIATE GROUP SIZES

Pair the children, one from each school - but otherwise randomly.

If any mixed P2/3 classes are involved ensure that P2 children are paired with P3s.

Seat children in groups of six and designate one adult to each.

3 SHARING LEARNING

Help from classroom assistants and/or volunteer parents facilitates learning from each participant's drawing within a group of six. Consider using breakout spaces so everyone can hear.

When you select a drawing ask the 'artist' to identify him or herself. Ask the rest of the learning group to describe to the 'artist' what they see in his or her drawing. Maintain interest by moving on to another drawing after a few minutes.

Check back with the 'artist' periodically to make sure the others have correctly identified what's in the drawing. Expand on learning with periodic prompt questions.

Once the group's collective knowledge is exhausted introduce new words and information by highlighting different parts of the drawing.

Develop word power

Unusual or strange elements within the drawings are great opportunities for the teacher/parent to expand questioning and draw out additional learning. If it's clear neither learning group nor 'artist' can name some element in a drawing then give the correct word.

