# Bring Your Dry Material To Life

How to Design and Facilitate a WindowPane Technique

General points to consider.
- Ideal for a set of principles such as Legislation, Compliance, Characteristics etc
- Ideal for a process such as stages in a process.
- Use for between 5 and 12 principles or stages (anything less than 5 and is a WindowPane really needed, over 12 and it probably too much content).
- Images need to be really simple so that learners can draw them easily and so that they are easy for learners to remember and recall.
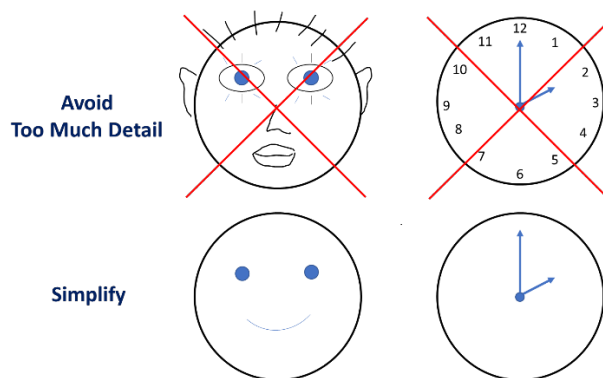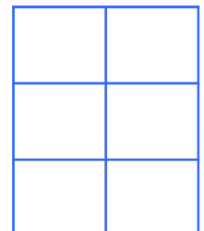

How to convert your content into a WindowPane

- Break your content into between 5-12 key parts.
- Create a grid with the same number of squares as there are pieces of content eg, if there are 6 pieces of content then a grid of 6 (see image right)

- Develop a *simple-to-draw* graphic for each component eg for Learners remember the first and last things you might represent this with the letters A/Z, for linking to the real world you could draw a chain made up of several links etc. Fill each square with one of your graphics (see image left).

Virtual	Face-to-Face
• Create your slide deck: -One completed WindowPane that learners can guess what the images might refer to. -One set of slides that act as a build-on ie you show the first one with the first image, give the content then display the next slide that has the first and second image etc	• Create a handout with the WindowPane and Images that will be used for learners to make their guess. • Create a handout of a blank grid for learners to quiz each other and to complete at the end. • Create a flipchart sheet that contains an empty grid to complete as you give content and learners draw along with you.

Idea 1 – Why not create a placemat filled with the grid and in each corner of the grid is the image for your pieces of content. Learners can make notes about each piece BUT more importantly, they can

add the practical 'How-To's for each one. That means that they leave with the content and how to get stated using it all on a single sheet of paper. Here's an example

Idea 2 – Consider building your live virtual training around the WindowPane – you then only need an opening and close. The WindowPane will be the vehicle used to transfer all content.

How to facilitate your WindowPane to transfer your content

Virtual	Face-to-Face
• Display the completed WindowPane. • Let learners know that you will be putting them into breakout rooms with a partner (ie making pairs). The slide will be available in the breakout room. Their task is to guess what each image might mean in relation to x (your topic). Ask them to make a note of their guesses. • Start the breakout session and allow 3-4 minutes then bring everyone back to the main room. • Show the blank grid. • Move to the next slide that shows the image in the first grid square. • Ask learners to add to chat what their guess was. Read out guesses as they appear in chat. • Ask learner to draw the image and make notes as you give the content related to the image. • Continue (with or without learners sharing their guess) for the first three. Pause and then ask learner to turn on their microphones and shout out the content as you point to different already filled grid squares. • Continue as above until all images have been explained. • Show a blank grid and let learners know that this will be available in their breakout room. There task is to ask questions about	• Give each learner a handout with a completed Windowpane. • Ask learners to form pairs. • Ask learner to 'guess' what each graphic might mean in relation to x (your topic) and suggest they can write on the completed grid. • Allow 3-4 minutes. • Ask learners to draw the blank grid on their paper (you could have this already prepared in their workbook). • Ask learners to draw along with you and make notes as you draw and explain each windowpane graphic. • Ask learners to form pairs. • Give each learner a blank grid. • Ask learners to test each other by pointing to a square and asking what the graphic was and what it means. • Allow 4-5 minutes. • Ask learners to now ask questions about each square without saying what the content was eg for a pane on review, they might point to the square and ask, "Give me an example of how you could do this'. • Ask learners to put away their window panes. • Ask learners to take a new sheet of blank paper and draw the grid again. • Remove your flip chart sheet.

Virtual	Face-to-Face
each square such as 'What was here and what does it mean?' or a question about the content without saying what the content was eg for a pane on review, they might point to the square and ask, "Give me an example of how you could do this'. • Allow 3-4 minutes before bringing everyone back to the main room. • Still with the blank grid showing on the whiteboard, ask learner to write or draw what goes into each part of the Windowpane. • Hide the completed WindowPane and ask learners to draw and complete the entire WindowPane on a sheet of blank paper.	• Ask learners to add the graphics for each WindowPane. • Replace your completed flip chart and ask learners to self-check.

At this stage, your live virtual training may move into the close or you may dig deeper into each piece of content now that learners have an overview of the process or principles.