

Introduction and Summary



This pack has been put together by An Lanntair and WIAG (Western Isles Architects Group) to support the education aspects for the joint project “Building our Islands” which is also part of the RIAS Festival of Architecture 2016.

The main aim of the project is to promote the importance of the built environment throughout the Outer Hebrides.

Most educational resources available for the built environment are focused on urban environments. There are very few areas in the Hebrides that could be described as urban, or even suburban, and even when there are settlements the buildings are most often very loosely grouped and widely separated. There is little sense of “street” as found in many other parts of the UK. This gives the Islands their very own sense of place, and part of the purpose of these activities is to explore that to promote visual awareness and an understanding of the built environment.

The first set of activities in this pack look at developing an introduction to the built environment to record and produce information on these environments in and around your school, and produce an *I spy* booklet that can be used to share some of your findings with other pupils in your school.

1. Building a library of different building types
2. Using architectural vocabulary
3. Remembering our area
4. Outdoor fieldwork to collect information
5. Collating collected information to create a booklet

There is then an activity to use the internet and Google Maps to apply the same fact finding about an urban area on the mainland and to then compare that to the findings locally. The aim of this activity is to be able to further draw out what is special and individual about the local built environment.

6. Compare and contrast

The next set of activities builds on this local information, to look at some of the influences that have shaped, and continue to shape the character of the local built environment in the islands: eg location, climate, history.

7. Location Location Location, Materials and Energy

The final set of activities sets out a couple of different creative challenges to build on the fact finding and knowledge gained in the earlier ones

8. Designing a space in your school and making a model
9. Making models inspired by buildings or structures to use in a lantern parade as part of other Building Our Islands activities.

Curriculum for Excellence Experiences and Outcomes

The activities have been designed to provide creative learning opportunities for children in primary and secondary levels specifically for CfE second and third stages.

Curriculum Areas: Expressive Arts, Sciences, Social Studies, Technologies

Key experiences and outcomes covered in this resource will enable learners to:

Expressive Arts

- experience the inspiration and power of the arts – in particular design, architecture and photography whilst enjoying the excitement of presenting/exhibiting an artwork; recognise and nurture creative and aesthetic talents;
- develop photography skills and techniques and gain insight into the design process;
- deepen their understanding of culture in Scotland and the wider world through build heritage;
- enhance and enrich their knowledge through partnerships with professional creative adults and cultural organisations through workshops with local architects and visits to exhibitions.

Sciences

- develop curiosity and understanding of the environment and their place in the living, material and physical world;
- develop skills for learning, life, and work;
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society;
- recognise the role of creativity and inventiveness in the development of the sciences.

Social Studies

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage, through responding to the schools location and local architectural influences;
- learn how to locate, explore and link periods, people and places locally and further afield;
- establish firm foundations for lifelong learning and for further specialised study and careers by understanding the role of the architect in a range of cultures, times, and contexts.

Technologies

- gain the confidence and skills to embrace and use technologies through digital photography now and in the future, at home, at work and in the wider community;
- broaden their awareness of how ideas in mathematics and science are used in engineering/architecture and the technologies.



Further Research and Resources

Further Research and Resources

- Scotstyle - as part of the Royal Incorporation of Architects in Scotland's 100th anniversary they have compiled a list celebrating the top 100 building from the past 100 years. You can find the final list and details of the exhibition here: <http://www.foa2016.com>
- Frozen Music social media - examples of contemporary architecture within the Highlands & Islands can be found using the hashtag #FrozenMusic2016:
- Facebook Frozen Music 2016
- Twitter @FrozenMusic2016
- Am Baile Photographic Archive - there are many examples of key historic buildings from across the Highlands & Islands. Use the search function to find what's in your area: <http://www.ambaile.org.uk>
- The activities around making an *I spy* booklet have been adapted from a series of activities published by the Design Council and CABI called Our Street: Learning to See - a teacher's guide to using the built environment. - the full document can be accessed here - <http://www.designcouncil.org.uk/resources/guide/our-street-learning-see> and is full of other useful resources and information.
- Introducing Design Processes - the V&A Museum and the Royal Institute of British Architects have teamed up to explain the design processes used in architecture. There is a useful power-point presentation and warm up activities creating models here: <http://www.vam.ac.uk/content/articles/t/teachers-resourceexploring-design-processes>

Our Local Area

Activities 1-6 Aims and Objectives

Background and support information for teaching staff

These activities are based around taking an area local to the school as their subject, and are intended to promote visual awareness and understanding of the built environment. Using their personal experiences as a starting point young people can develop their knowledge of buildings and the spaces inbetween them to make up their minds about the quality of their own surroundings.

Using the activities described pupils will learn to identify and interpret the built environment that they see every day. By looking closely and analysing what they experience they will begin to appreciate its design and impact on the locality and to think about how it might be improved. From these experiences they can develop a personal point of view about design quality, and a critical response to the built environment that will engender a capacity to take responsibility for the places where they will live and work.

Visual awareness is more than just 'looking'; it is also about 'seeing', and seeing leads to understanding. Subjects such as history, geography, and science help pupils to quantify places; to identify, to categorise and to understand why they are as they are, how they work, and their interrelationships. But visual awareness, really seeing and understanding, adds a critical dimension. It encourages the development of qualitative judgements about buildings and places, and a deeper understanding of how places have come to be, how they are now, and how they can be in the future.

Aims

In these activities the children will produce an *I spy* booklet of their local built environment. There are 6 parts to the overall activity

1. Introduction to the built environment by building a library of different building types
2. Using architectural vocabulary
3. Using architectural vocabulary and remembering to discuss the proposed study area
4. Outdoor fieldwork to collect information
5. Return to the classroom to analyse and report their findings and collate the *I spy* booklet.
6. Using the internet to look at an urban street on the mainland and using the same sets of questions as they have already used locally to find out about this new area. To enable discussion to compare and contrast the two environments and to help draw out what is different and special about their own local place.



Our Local Area

Activities 1-6 Aims and Objectives

Background and support information for teaching staff

ACTIVITY 1. Building a library of building types

Resources

- Old magazines or brochures and catalogues can be useful as a source of pictures of buildings to cut up for creating your library
- Internet access for further images
- Photographs
- Pens and paper
- Coloured cards

Tips/Hints

- **Potential building purposes**
ie: religious, public meeting places, transport, defensive, commercial, agricultural, industrial, and domestic.
- **Other built things in the environment could include:**
Ruined and derelict buildings, causeways, slips, piers and harbours, bridges, defence structures, wind generators, sheds, greenhouses, walls and fences, bus shelters, containers, caravans, mobile masts, telephone boxes, post boxes, wheelie bin shelters, signage etc.

Don't forget ferries and boats too.

Boats can add form and colour, and movement to the built environment, - big ships and ferries can be considerably larger than the buildings around them and can change the local environment greatly, especially as they arrive and leave.

- **Buildings outside your area**
eg, train stations, sky scrapers, sports stadia, etc.
- **World wide famous buildings**
Eg. Tower of London, Eiffel Tower, Sydney Opera House, Scottish Parliament, Glasgow School of Art, Forth Road Bridge, Murrayfield Stadium, SECC in Glasgow, The London Eye, The Shard in London, Empire State Building in New York. Taj Mahal, etc.
- **Social media and internet**
Think about using a website like Pinterest or Flickr to save your images on the internet

ACTIVITY 2 - Architectural Vocabulary

Resources

- Architectural vocabulary list
- Compare and contrast activity resource sheet 1



Our Local Area

Activities 1-6 Aims and Objectives

Background and support information for teaching staff

ACTIVITY 3 - Remembering Our Area

Resources

- Resource sheet 2 - Remembering our area

ACTIVITY 4 - Outdoor Fieldwork to Collect Information

- stimulus display showing panorama of buildings in your chosen street or study area
- map of local area including study area
- drawing equipment
- resource sheets 3.1-3.7
- resource sheet 3.8 - Building type tally sheet
- clipboards
- digital cameras



ACTIVITY 5 - Collecting Information to Create a Booklet

Resources

- completed resource sheets from site visit
- large sheets of paper for recording key points
- architectural vocabulary lists
- *I spy* book templates
- small copies of photos chosen by pupils for the *I spy* books
- thick felt pens
- pencils
- coloured cards for writing information on
- scissors
- pins



ACTIVITY 6 - Compare and Contrast Urban Areas

Resources

- internet research such as Google Maps or Bing Maps
- printing
- resources from activities 4 and 5



Our Local Area - ACTIVITIES 1-6

BEFORE YOU START

- Choose a street/area local to your school to study in detail.
- The extent of the study area will vary from school to school, and will be dependant on class size too, as well as your location, but it should ideally include a minimum of 10-20 buildings. Schools in more built up areas may have up-to 30 or 40 buildings in total (approx. 15/20 on each side of the road.)
- Ideally it should have a good mix of building types , including residential, public and commercial, from different periods of history.
- Be short enough for the class to walk along during the visit
- Be within walking distance of the school
- In rural areas with small schools it might be difficult to have an local study area that includes a wide range of building types. This does not matter, as this fact can then be used as a way to explore the particularities of your own local built environment, and how that might be different to that of other places, both on and off the Islands.

When carrying out the pre-visit assessment ensure you have identified safe stopping places where the group can discuss and draw.

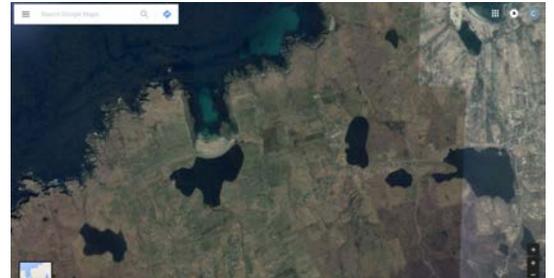
A display of the area being studied is invaluable as an interactive resource for the pupils to use throughout the project. For younger pupils It should be in place for the first lesson. For older pupils, one of the first tasks might be to create this display themselves.

Take photographs of all the buildings in the chosen study area from the road/street, It is really important to also include the spaces in-between the buildings, as well as the spaces between the road and the buildings, where buildings are set back form the road, as part of the display.

Arrange each side as a panorama on a display board in the classroom, leave enough room between the rows of photos and around the side for pupils to add their research findings.

It is a good idea to have extra copies of the display photos to use in some activities

You will need a map of the local areas showing your chosen study area. This can be displayed on the wall or you can use an interactive whiteboard to display a map frOM an internet site. You may decide to use both options to allow the pupils to study the map when it is not on the whiteboard.



ACTIVITY 1

BUILDING A LIBRARY OF DIFFERENT BUILDING TYPES

Your mission: To Build a Library of Building Types with pictures

- Within your local area there are many different types of building, as a group discuss the different purposes buildings can have

LOCAL BUILDING TYPES

Start to build a library of different types of buildings and structures in your area.

- Use word cards initially to build up the library, but then as the project develops enhance it using images.
eg: your own drawings, pictures from magazines, internet, street view, and photographs
- Use colour coding for public, private, commercial, agricultural functions. Are there other functions for buildings in your area?
- Are there ways that you can tell what function a building has by how it looks from the outside?

What other built things are there in your environment?

- How many can you list?
- These types of structures are not strictly buildings but they often form significant features of the local built environment.
- What size are these structures in comparison to the other buildings in your area?

Add these items to your library



LOCAL LANDMARKS

- Are there any local buildings or built structures that are more distinctive than most of the others? What makes them stick out? Size? Function? Colour? Setting? Historic? Materials? Does their function mean that it's important for them to be distinctive and different from other buildings around them?
- Where are they? Can you find them on a map?
- Draw them from different view points - far away, very close up, different sides. Have you ever been inside? Draw what it's like inside. Use your imagination if you have never been inside, or ask someone who has been there.



ACTIVITY 1

BUILDING A LIBRARY OF DIFFERENT BUILDING TYPES



BUILDINGS OUTSIDE YOUR LOCAL AREA

- Are there other types of buildings that are not necessarily in your area, but you may have seen when you have been visiting other places, or on TV or in movies?
- Why are these buildings not found on the Islands?
- What about world wide famous buildings or structures?
- Why are they famous? Because of what they look like? Because of their function? Or another reason? Can you draw pictures of these buildings or find pictures of these buildings on the internet?
- What would these buildings look like if they were next to your school or house? Can you draw this or make a photo collage?



Add these buildings to your library

- Remember to carry on with the colour coding for functions

Split the library of buildings/structures and building types into three categories:

- Local to your school.
- Local to your wider area and the Islands
- Outside the Islands

Compile your library as a presentation on your classroom wall or make a large booklet that you can all refer to and use to explain some of your findings to other people



ACTIVITY 2

USING ARCHITECTURAL VOCABULARY

Your Mission: to use architectural vocabulary to describe buildings.

Architects need to have good imaginations as well as specialist practical knowledge. The Swiss-French architect Le Corbusier (1887-1965) was one of the most famous and influential pioneers of modern architecture and furniture design. He described the architectural design process as 'looking, observing, seeing, imagining, inventing, creating.' (Le Corbusier, 1965)

Look at the architectural vocabulary list.

- Which of these words do you know already? Which are new to you?
- Can you think of any other words to describe buildings that might be used locally? Add these to the list
- What about local building materials? Can you add ones that are missing from the list?
- Can you find a way to apply any of the words in descriptions of the buildings in your library
- Work in small groups or pairs to write two descriptions of buildings in your library using the vocabulary on the list. As a group can you use all the words?
- Which are the words that are difficult to use? If you lived somewhere else and had different buildings in your library would you be able to find a way to use these?

The Roman author Vitruvius made a famous statement that is still quoted by architects. He said that a 'well building hath three conditions: firmness, commodity and delight'. Translated into modern language, we could say this means that a good building should be solid and sturdy, and be useful and pleasing – or perhaps provocative – to the eye. Pick one of your favourite images and discuss if the building demonstrates these qualities.

Resource sheet 1:

Compare and contrast Activity

- In pairs or small groups choose images of two different buildings from your library and decide the similarities and differences between the two buildings and record your observations under the headings on the resource sheet
- Share with the rest of the class.



ACTIVITY 3

REMEMBERING OUR LOCAL AREA

Your Mission: To become a detective and study an area local to your school.

Look at the map of your local area, and your study area.

You could also use google earth and google maps street view to look at the area at different scales, with different filters and from different view points.

How do the different views show you different things? Do some ways of looking make it easier to understand the maps?

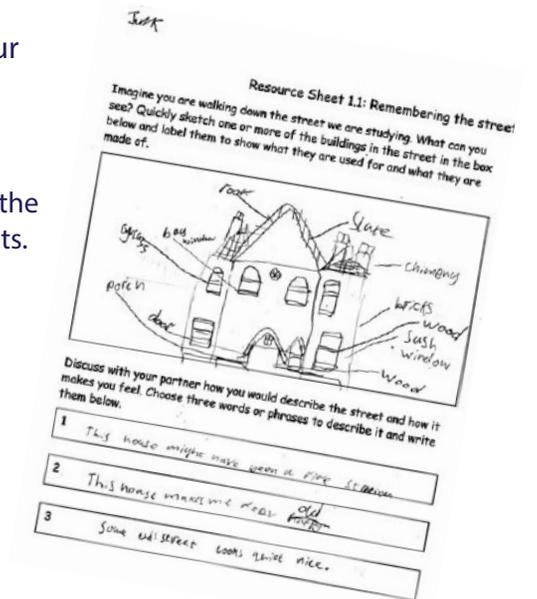
Look at the display of photos from your study area that has been prepared.

- What kinds of things can you see from the photos?
- What kinds of things do you think the photos might not show?
- How close are the buildings to each other?
- How do the buildings relate to the road or street? Are they set back? Or are they on the edge of the road?
- What kind of things are in the spaces between the buildings?

Resource sheet 2.

Your mission: Imagine that you are walking down the road in the area that you are going to study now, and quickly sketch one or more of the buildings or structures you can see in the main box on the sheet.

- Think about what the buildings are used for.
- Work in pairs to decide on three words or phrases to describe the area and how it makes you feel, and then write these in the spaces provided in resource sheet 1.
- Feedback these comments to the rest of the class and discuss how different buildings and features might make people feel differently.



ACTIVITY 4

OUTDOOR FIELDWORK TO COLLECT INFORMATION

Your Mission: To go outside to work like detectives to find out as much as you can about the buildings and structures in the area around your school

Look at the map

- Can you find your school? Can you draw a boundary round the study area?
- Look at the orientation and siting of the area. Note on the map where north is. Are there good views? What is the topography? What are the major geographical features? What sorts of things can the maps tell you? What can't they tell you?

Outdoor detective mission

- Work in small groups: assign detective missions to each group.
- Use the resource sheets 3.1-3.7 to record your findings.

Doors and Windows

- How many different types can you find? What is different about them?
- Why do you think they are different? Where is the main entrance door?
- Can you always see the main door from the road?

Materials

- How many different materials can you find on buildings? What do they do? What does this tell you?

Shapes and Symmetry

- What shapes can you find in the buildings? Can you find buildings that are symmetrical/asymmetrical?

Pattern and Colour

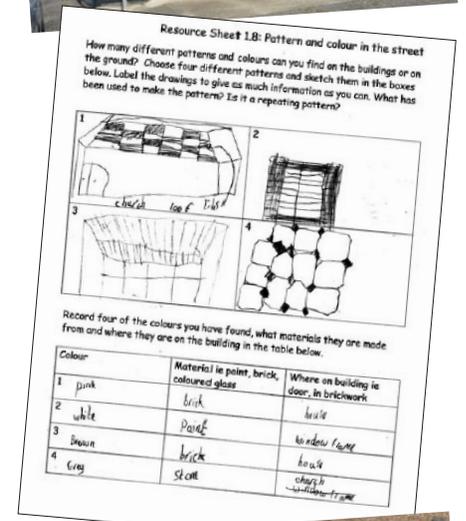
- What patterns can you find in the buildings and structures? Why do you think that pattern has been used? What colours can you find? Why are they there?

Structures That are Not Buildings.

- What other structures are there in your study area? Why are they there? How visible are they?

Visibility, Size and Landmarks

- Can you see any buildings/structures in your area from a long way away? What do you see? When you are in your area can you see buildings/structures outside it. Are they close? Or a long way away? What kind of buildings/structures are they? Can you tell from a distance, or do you need to get closer? Is there anything that you would consider to be a



ACTIVITY 5

COLLATING COLLECTED INFORMATION TO CREATE BOOKLET

landmark if you were describing your area to someone else?

Your Mission: to use the information you have gathered to make an *l spy* booklet for other pupils in your school to use.

- Work in small groups
- Record the key findings from each topic on a large sheet of paper and present them to the rest of the class
- In your groups decide which information should be added to your display of the area
- write the information on cards and pin them under the picture of the appropriate building/structure.
- eg materials, types of windows, types of doors, patterns, shapes, landmarks etc
- Use different colours of card for different functions. Eg white for private, red for public, yellow for commercial, green for agricultural.

Look at the sample page for the *l spy* booklet

- Make one page for each topic
- Working in your groups decide on four or five questions for each topic to include in the book
- First write out a draft and then write neatly or type on the template pages
- If you want you could decorate the margins of each booklet page with sketches and designs based on the sorts of things you found
- Don't forget to design a cover for the booklet and include the name of your school and a map showing the extent of the *l spy* area.

If you were telling someone about your detective work on the area what three things would you most want to tell them?

- Discuss in pairs and feedback to the class

Finally

- Ask your teacher to collate and print out the completed *l spy* booklet for other pupils in the school.



ACTIVITY 6

COMPARE AND CONTRAST

Your Mission: To use the internet to look at the buildings on a street in a town or city on the mainland and compare and contrast how this is different to your own area.

Before you start - Look at the pictures and map of your own area again

- Can you measure on the map the total length and width of your study area?
- Is there a city street that any of you are familiar with that has a mix of buildings on it, in Inverness or Glasgow, or another city or town? Somewhere you have been on holiday or to visit friends or relatives

Use internet maps in satellite view to find and look at some of these places from above.

- Zoom in and out to see different kinds of details. What kind of things can you see? Use street view to show you the views when you walk up and down the street. Practice turning round and moving forwards and looking sideways.
- What are the immediate differences between these places and your area.
- Pick one of these streets in one of the other towns - if you don't know any try:
 - *Glasgow: The Great Western Road A82 anywhere for about 500m either side of the bridge over the River Kelvin.*
 - *Inverness: Kenneth Street anywhere between the junctions of Ardrross Place and Grieg Street; or Kingsmills Road between Charles Street and Broadstone Park*
- Chose a length of your chosen street that is approximately the same length as your local study area
- Print out the map and mark on it the extent of the area you have chosen

Internet detective mission

- Repeat the detective mission in activity 4 to find out about this study area in the same way that you did about your own.
- Use the resource sheets 3.1-3.7 to record your findings.
- Use "screen shot" to pick some key images and views of your street and print them and pin them up as a display for everyone to see. You could also create a full panorama view of each side of the street to pin up.

Compare and Contrast

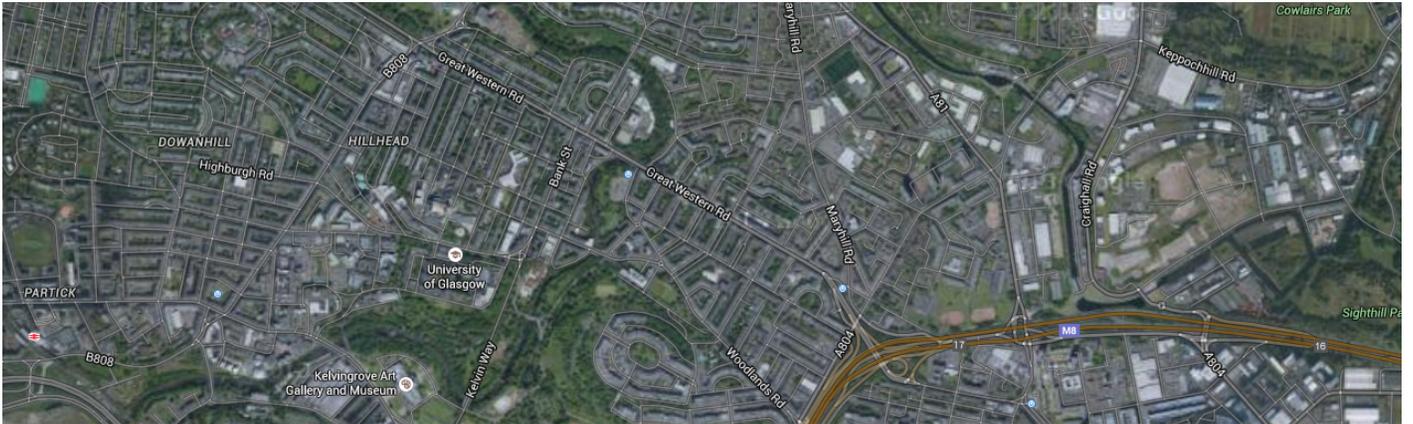
- Working in your groups record the key findings from each topic on a large sheet of paper and present them to the rest of the class.
- In your groups decide 5 things for each topic area that are either similar or different to the same topics from your area - present these to the rest of the class.
- Have a class discussion about the reasons why some of the things might be different.

If you were telling someone about your detective work on the area what three things would you most want to tell them?

- Discuss in pairs and feedback to the class

ACTIVITY 6 COMPARE AND CONTRAST

Using internet maps to look at other places.



ACTIVITY 7

LOCATION, LOCATION, LOCATION, MATERIALS and ENERGY

Location of the Islands

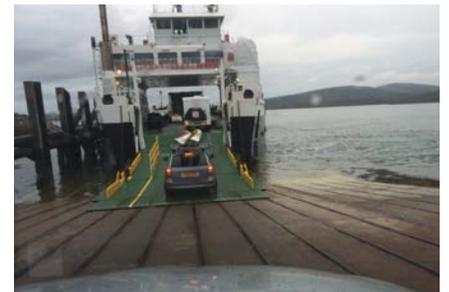
What aspects of the Islands' location impact on building design.

eg: *Climate? Local building materials? Transport?*



Location of Settlements

Why is your school and/or village/town located where it is? The land and the sea are important factors. Look at things like transport links to the mainland, and other Islands, as well as other key local transport links, coastal fishing, protection from weather, fertile land for crops, other historical reasons.



Location of Individual Buildings

How do individual buildings sit in the landscape.

- Where is north and south?
- Are windows facing south to get more light? Are they built to get the best view? Or to be sheltered from the storms?
- Which parts of buildings face the road?
- How high are they? Can you see them from a long way away?
- What kinds of things separate them from neighbours/surrounding land?



Which direction does the worst weather come from?

- How can building location help protect you from bad weather?
- How do building design and materials help protect you from bad weather?
- If you look at the orientation and design of older buildings and newer buildings in your area is there a difference. Why might this be?
- What other things could you do to provide shelter from the weather?



ACTIVITY 7

LOCATION, LOCATION, LOCATION, MATERIALS and ENERGY

Building Materials

What building materials were traditionally available in your area? How did this influence what buildings looked like? Do you have any pictures of these in your building library? Are there still buildings built in this way? What are they used for?

Do you know anyone who grew up in houses like this? Can you ask them about what it was like to live there and how is it different to now?

What materials are available now for building? Where do they come from? How do they get here? How sustainable is this?

Work in three groups to come up with as many different materials you can think of to make:

- Roofs?
- Walls?
- Floors?

Think about what colours/patterns/textures do any of these have?

How do these materials influence the way a place looks?

What about materials that are used that you can't always see. Can you think of any of these and what their purpose is?

Share your findings with the rest of the class

Energy

What kinds of things in buildings need energy?

What kinds of energy can you use? Where do these come from? Are they renewable?

How do you think you could minimise the energy used in a building when you are designing it?

Look at:

- Location and siting
- Building materials for the envelope (that's the external walls, floors, and roof, including windows and doors)
- What insulated material could you use to make the house warmer? Making sure the heat doesn't escape from the roof, walls and floor.
- Building materials internally
- Other design features

How could your behaviour when you are in a building help conserve energy?



ACTIVITY 8

Design a School Shelter in your playground

Your Mission: to design a shelter in your playground or near your school big enough for all the children in your class to sit down in.

The Brief

The shelter does not have to be a complete building, but it needs to have a roof to keep most of the rain off, and provide shade from the sun; it might also have some kinds of screens on the sides to keep some of the wind, and wind blown rain out.

You could also think about how you might sit in it? On loose tables and chairs, or on the floor, or on built in benches/seats?

Task 1

- Work out how big it needs to be to fit everyone in.

Task 2:

- Find the site.

Look at locations around the school that might be suitable.

- Test the locations to see if they are big enough. Measure out the size with a large measuring tape and use pegs and rope to mark out the extent of it. Or measure the typical pace of one person in your class and then get them to pace out the sites and use people at the corners or pegs to see how the size you need fits on the site.
- Are they level or sloping? If they are sloping you need to think about how to make the seating areas.
- Are they sunny? Protected from the wind? How would a shelter in this location impact on things that already go on in the playground or area you have chosen? Might you need to look at ways to mitigate these?
- Remember you could use an existing wall of the school or grounds to help provide an edge to your area
- There will probably not be one perfect site, but if you look at the pros and cons of the various sites you can usually narrow it down to one or two quite quickly
- If you have two or more strong contenders list out the pros and cons and then take a vote to decide the best site



ACTIVITY 8

Design a School Shelter in your playground

Making a Materials Sample Board

When Architects and designers work they use sample boards and mood boards to help them discuss and chose materials with their clients and other people

Work in groups and use your previous discussions about materials to put together some ideas for a materials sample board.

- What should the floor/ground material be made of?
- What should the roof be made of?
- What about walls?
- How will the roof be held up? What material is this?
- What will happen to any rain that falls on the roof?
- What about the furniture? Is there any? Is it built in? What are the advantages and disadvantages of different sorts?
- Use photos/pictures from the internet/magazines and/or samples of actual materials

Each group will present their ideas to the rest of the class and following all the presentations agree by voting which pallet of materials you want to use and put together on the sample board.

- Have you chosen your materials to fit in or stand out?
- Are they traditional or modern?
- If they are low enough for you to touch what do they feel like?
- What about colour and pattern?

Designing the Shelter

- What shape will it be?
- Will it be level or have steps or changes of level in it?
- How does the shape you have decided fit with the site?

Building a Model

Architects make scale models to help explain their designs in three dimensions. In the design process, architects use scale models to explore ideas, even at the very early beginning. The model doesn't need to reflect a realistic design, but could explore shapes, spaces, materials, openings, dimensions, colour, light, etc

- Collect found and recycled materials (card, paper tape, twigs, wire, mesh, stones, fabric, string, plastic bottles etc) and make an architectural model of your designs for the shelter.
- If you want to work at a scale use 1:20 for detail or 1:50 for more of the site
- You could make scale cut out people to put in it.



ACTIVITY 9

Make a lantern inspired by local architecture

Your Mission: to design and build a lantern for use in a parade to celebrate the architecture of your local area

Think about key buildings in your area. Is there any single building that sticks out as a favourite for any of you? What are its significant features?

As a class decide how big your lanterns are going to be

- Small and held up on a stick?
- Larger to be carried by one or more people?
- Even larger to be part of an installation and not carried at all? Is this still a lantern?
- Will you form it like a building, or will you use another shape and decorate it to represent some of your local building features?
- Will it be translucent? Or will it be made of thicker material like corrugated cardboard with holes cut out so the light inside can shine through?

Once you have made some of these group decisions decide if you will work individually, or in pairs/small groups

- Think about buildings in the dark and how that changes what you can see
- Think about materials and shapes and patterns
- Your lantern does not need to be a real design but could express one or more elements from all of the things you have explored in the other activities.

