Lumination

Lesson Plan

IMVR LESSON PLAN

Pivotal Scenes in Narratives

Learning Area	English	Kit	Lumination Immersive Virtual Reality (IMVR) Kit OR Lumination Learning Lab
Year Level	Years 6-9	Duration	1x 60 minute Lesson

Introduction/Description

An important factor in understanding literature is having strong skills in analysing pivotal moments and scenes in narratives and determining the author's choice and intent behind how they have constructed these.

Learning Intentions

Students will discuss and analyse a pivotal scene in a class novel. They will create a visual representation of the scene and comment on why they believe this is a pivotal scene to the story and to the main character through a creator's statement.

Task Summary

Students will collaborate to create a joint pivotal scene as chosen by the teacher using Tiny Town in Immersive Virtual Reality (IMVR).
They will also individually create their own choice of pivotal scenes from the class novel in CoSpaces. They will be required to explain their choices in both creations.

Preparation

Students are expected to:
- Have read or are currently reading a chosen novel.
- Have some understanding of what a pivotal scene is and its purpose
- Have some background in using IMVR.
- Have a basic background in building on CoSpaces. If not, please add at least a 1x60 minute lesson for learning the basics. There are tutorials linked in the resources section

Teachers should make sure that:
- IMVR headsets are calibrated and charged.
- They are familiar with *Tiny Town* experience on the IMVR
- The prompt card has been edited to suit the novel that the class is reading, printed and available for each IMVR station.
- Students are divided into pairs or groups depending on how many devices are available.
- Slide deck has been checked and any specific edits have been made.

- A copy of the Student Digital Notebook has been distributed to students and they have downloaded/ made a copy for themselves.
- Students have been prepped for the lesson with knowledge about what a 'pivotal scene' is in the context of a novel. They should understand the following:
    - What is a pivotal scene?
    - What is its purpose?
    - Can there be more than one pivotal scene?

Resources

- IMVR Apps
    - [Tiny Town](#) (IMVR)

Tiny Town VR is a casual world-building game in virtual reality, inspired by the nostalgic storytelling power of LEGO and action figures mixed with the excitement of making something original. Build your world, big or small, then fill it with thousands of different objects. Add characters whose joints can be pushed, pulled and twisted into any pose imaginable, then give them a voice with custom speech bubbles.

- Hardware:
    - Student laptops
    - IMVR Headsets
    - Student Mobile Devices

- Videos
    - [This Too Shall Pass](#) (3:53)

The official video for the recorded version of "This Too Shall Pass" off the album "Of the Blue Colour of the Sky" by band Ok, Go. The video was filmed in a two story warehouse, in the Echo Park neighborhood of Los Angeles, CA. The "machine" was designed and built by the band, along with members of Syyn Labs (http://syynlabs.com/) over the course of several months.

- Apps:
    - [CoSpaces EDU](#) (VR creation tool)

- Teaching Materials:
    - [Pivotal Scenes Jamboard](#)
    - [Pivotal Scenes; Teaching Deck](#) (slide deck)
    - [IMVR Tiny Town Prompt Card](#) *(for teacher to edit to suit specific class novel)*

Other Learning Areas

- Digital Technologies

Learning Sequence

1   Introduction
(8-10 mins)

- Recap with students how a pivotal scene can change a main character, story, or outcome significantly. It can leave the audience with further questions or lasting memories. An excellent pivotal scene will also change a reader.

- Ask students to brainstorm a list of pivotal scenes from the class novel and briefly dot-point why they are considered to be pivotal on the Pivotal Scenes Jamboard (frame 1)

- Read/ summarise a pivotal scene that you have chosen from the class novel to the class.
Think, pair, and share together on the Pivotal Scenes Jamboard (frame 2) why this chosen scene might be considered a pivotal scene

2   Development
(40-45 mins)

- Explain to the students that they will be building the chosen pivotal scene together as a class through Tiny Town on the IMVR.
 (*Adapt and use the IMVR Tiny Town Prompt Card to have at each station to prompt student thinking*).

- Each student will work in pairs on the IMVR stations and get some time to build and add to the previous pairs' scene to create a truly descriptive scene (One student to build, the other to give advice and ideas, then swap).
When it is time to swap over pairs, a brief handover between each pair should be had of what has been added and the vision of the scene.

- Whilst the rest of the class are waiting for their turn on the IMVR, direct them to review their brainstormed list of pivotal scenes from the novel. They are to choose one and construct their choice of pivotal scenes from the novel in CoSpaces.
  - *The students will need to include in their CoSpaces information about their pivotal scene. This may be through character dialogue (using coblocks), or information panels*
    - *Why did you choose this scene?*
    - *How does this scene change the main character/ the story*

3   Conclusion
(5-8 mins)

- Ask students to share their city designs/creations using CoSpaces EDU by sharing the link/ QR code. Students will be able to view each other's creations in VR or AR by scanning each other's QR codes.

Additional Teaching Notes

This lesson has been constructed in a way that it may be used with a variety of year levels and can be adapted to any class novel.

Modifications

Adaptations

Students may view their CoSpaces through HHVR Headsets or in AR if the kit is available.

This can be created using Merge Cubes if available with scaffolded prompts for each side of the cube.

Extension Ideas

Students may choose their own novel to depict a pivotal scene from. They can add a summary of the book to their creator's statement.

Curriculum Connections

Australian Curriculum	NSW Curriculum	Victorian Curriculum

Years 6-9 - English

Interpreting, analysing, evaluating

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

Responding to Literature

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)

Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)

Stage 4 - English

Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN4-1A**

Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies **EN4-2A**

Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts **EN4-3B**

Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts **EN4-5C**

Years 6-9 - English

Interpreting, analysing, evaluating

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (VCELY412)

Responding to Literature

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (VCELT394)

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425)

Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)

Year 7/8 – Digital Technologies	Stage 4 – Information and Software Technology	Digital Technologies
Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)	**4.2.2** Designs, produces and evaluates appropriate solutions to a range of problems	Design a user interface for a digital system, generating and considering alternative design ideas (VCDTCD031)

Design the user experience of a digital system, generating, evaluating and communicating alternative designs (VCDTCD041)

Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics (VCDTCD051) |

Cross-Curriculum Priorities

⊠ Aboriginal and Torres Strait Islander Histories and Cultures
⊠ Asia and Australia's Engagement with Asia
⊠ Sustainability

Capabilities

✅ Literacy
⊠ Numeracy
✅ ICT Capability
✅ Critical and Creative Thinking
⊠ Personal & Social Capability
⊠ Ethical Understanding
⊠ Intercultural Understanding