Lumination

Lesson Plan

IMVR & CREATION LESSON PLAN
Our Identity

Learning Area	Health and PE, Digital Technologies	Kit	Lumination Learning Lab
Year Level	Years 7 & 8	Duration	1x 60 minute Lesson

Introduction/Description

Identity is an essential aspect of human life, shaping our thoughts, behaviors, and interactions with others. Our identity is influenced by various factors, such as our cultural background, personal experiences, beliefs, and values. Understanding and accepting our identity can help us build stronger relationships with others, improve our self-esteem, and lead a more fulfilling life.

Learning Intentions

In this lesson plan, we will explore the concept of how we view our own identity.

Task Summary

Students will create a mascot/ totem that encapsulates what they believe their identity to be using tinkercad, They will also create a mascot in *SculptrVR* for diversity using the IMVR.

Preparation

Students are expected to:
- Have some background in using IMVR.
- Have some background on using the HHVR headsets.
- Have some understanding on what contributes to someone's identity
- Have some understanding on what constitutes 'diversity' in identities
- Have some background in using Tinkercad

Teachers should make sure that:
- IMVR headsets are calibrated and charged.
- They are familiar with the *SculptrVR* experience using IMVR
- They are familiar with using *Tinkercad* and have class logins
- Students have access to and downloaded the Mind Maps Google Chrome extension or created a free account with Popplet – this needs to be changed/ edited to reflect the choice on slide 3 of
  ☐ Our Identity - Teaching Deck
- ☐ Our Identity - Teaching Deck has been checked and the teacher has enabled the deck's accessibility so students can access them.

- A class Padlet has been created and link shared on slide 6 of the ☐ Our Identity - Teaching Deck
- Students are divided into pairs or groups depending on how many devices are available. A suggested rotation cycle may be:

Group	Round 1	Round 2	Round 3
Group 1	IMVR	Tinkercad	Tinkercad
Group 2	Tinkercad	IMVR	Tinkercad
Group 3	Tinkercad	Tinkercad	IMVR

This may differ based on student numbers and number of IMVR stations

Resources

- Hardware
  - Student laptops
  - IMVR Headsets

- IMVR Apps
  - SculptrVR
  SculptrVR's 10,000x zoom enables massive creations with tiny details. SculptrVR makes it easy to create, explore, and share incredible sculptures with friends. With SculptrVR's intuitive tools, but powerful tools, you can make anything!

- Creation Tool:
  - Tinkercad
  Tinkercad is a free web app for 3D design, electronics, and coding.
- Websites:
  - Padlet

- Teaching Materials:
  - ☐ Our Identity - Teaching Deck

Other Learning Areas

- Digital Technologies

Learning Sequence

1   Introduction
(10 mins)

Begin by recapping what the term 'identity' means. Ask students to brainstorm all the aspects of their lives that give them their identity (e.g. religious beliefs/ faith, culture & heritage, values, interests etc.)

Students are then to brainstorm what their partner/ class identity is and what they portray to the outside world.
Students can use Mind Maps Google Chrome Extension if they have Google Accounts, or can sign up to Popplet for free.

2   Development
(45 mins)

Explain to students that they will be creating a mascot or totem of their identity in Tinkercad. This may include symbols that represent parts of their identity. It does not need to be 'human', but it does need to be a figure of sorts.
Show the students the example in the ⬜ Our Identity - Teaching Deck .

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Students will also rotate in and out of the IMVR using SculptrVR in pairs. Here they are to create a simple symbol/ mascot/ totem of the identity of their partner as they portray themselves. It could also be the identity of the teacher or of the class as a whole (pick and adapt to suit the class dynamic). They will leave it once their turn is over and others will add theirs to the space to make a 'gallery'.

4   Conclusion
(5 mins)

Direct students to share their models with their table groups/ partners, explaining their mascots/ totems. Ask students to complete the following statement about identity on a padlet:

"Identity is important because…" (give a reason, and another sentence expanding on your reason).

Additional Teaching Notes

Teachers may export the models from SculptrVR to either 3D print or upload to CoSpaces (make sure to export as an .obj file for CoSpaces and an .STL file to 3D print).

Teachers may choose to print students' models using a 3D printer from Tinkercad.

Student may upload their Mascots/ Totems to CoSpaces to view in VR.

Modifications

Adaptations

Students may use pre-loaded 'parts' in the Tinkercad library to build their mascot/ totem.

Extension Ideas

Students may write an explanation to go with their mascot/ totem - explaining what they included and why and how it represents their identity.

Students may upload their 3D model into CoSpaces and create an environment around it or other settings that contribute to the students identity. They can then view this in VR and share with a QR code.

Curriculum Connections

Australian Curriculum	NSW Curriculum	Victorian Curriculum
Health and Physical Education Analyse and reflect on the influence of values and beliefs on the development of identities (AC9HP8P02)	**Personal Development, Health and Physical Education** investigates effective strategies to promote inclusivity, equality and respectful relationships **PD4-3** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts **PD4-10**	**Health and Physical Education** Investigate the impact of transition and change on identities (VCHPEP123)

Digital Technologies Select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions. ([AC9TDI8P12](#))	**Computing Technology** communicates ideas, processes and solutions using appropriate media **CT5-COM-01**	**Digital Technologies** Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account [(VCDTDI039)](#)

Cross-Curriculum Priorities

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

Capabilities

☒ Literacy
☒ Numeracy
✅ Digital Literacy
☒ Critical and Creative Thinking
✅ Personal & Social Capability
☒ Ethical Understanding
✅ Intercultural Understanding