



ONE WORLD, MANY STORIES

A Global Nomads Group Curriculum



Virtual Reality Lab | gng.org

Program Outcomes and Structure

Student Learning Outcomes

This program is designed to promote the following:

1. **Cultural Identity:** Students will reflect upon their individual identity and its relationship to community at large
2. **Critical Thinking:** Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives.
3. **Global Awareness:** Students deepen understanding of cultural diversity and become curious about different places and people.

What is Virtual Reality?

Instead of watching a film on a screen, Virtual Reality brings participants inside of an immersive 3D world. Using a headset like Google Cardboard or Oculus, viewers can see the VR environment all around them.

Global Nomads Group (GNG) uses Virtual Reality (VR) to build empathy among the world's youth. When young people feel connected to an individual or place, they are more likely to be inspired to learn more and/or take action.

What is in this program and curriculum?

- This program is structured around three 50-minute class activities. You may condense them to take place over one day, or do them over 3 days. The virtual reality experience is part of the second activity.
- Each activity includes an educator lesson plan, marked by a green bar along the border, and a student worksheet.
- Print out all of the student worksheets for your class (pages 3, 6, 10, 11, and 14)

| GLOBAL COMPETENCY | ACTIVITY OVERVIEW | TIME | PAGE # | TO PREPARE |
|---|--|------------|--------|---|
| Recognizing Perspectives: What makes me unique? | Activity 1: Selfies: Reflecting on Identity Activity 2: Windows | 40 minutes | 2-6 | Print pages 3, 6 for students |
| Investigate the World: What does it mean to know others? | Activity 3: Interactive Stations <ul style="list-style-type: none">• Station 1- VR immersion• Station 2- KHW• Station 3- Explore the world | 45 minutes | 7-11 | Print pages 10, 11 for students Set up at least 5 VR kits Set up 2+ classroom stations Set up computers for research |
| Communicate Ideas: What is cultural identity? | Activity 4: Reflection | 20 minutes | 12 | |
| Take Action: What's my story? | Activity 5: What's My Story ? | 25 minutes | 13-14 | Print page 14 for students |



ACTIVITY 1

Selfies — Reflecting on Self-Identity

OVERVIEW:

Students will explore how their self and cultural identities are the building blocks of community. Before exploring other cultures and places, students will be tasked with an introspective activity to uncover the characteristics that make up who they are, they will then be paired with a partner to share out their “selfies.”

TIME:

45 minutes

MATERIALS:

Paper, pen, markers, cell phone (if possible), tablets, or laptops (with a camera option)

LEARNING OBJECTIVE:

Critical Thinking: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives.

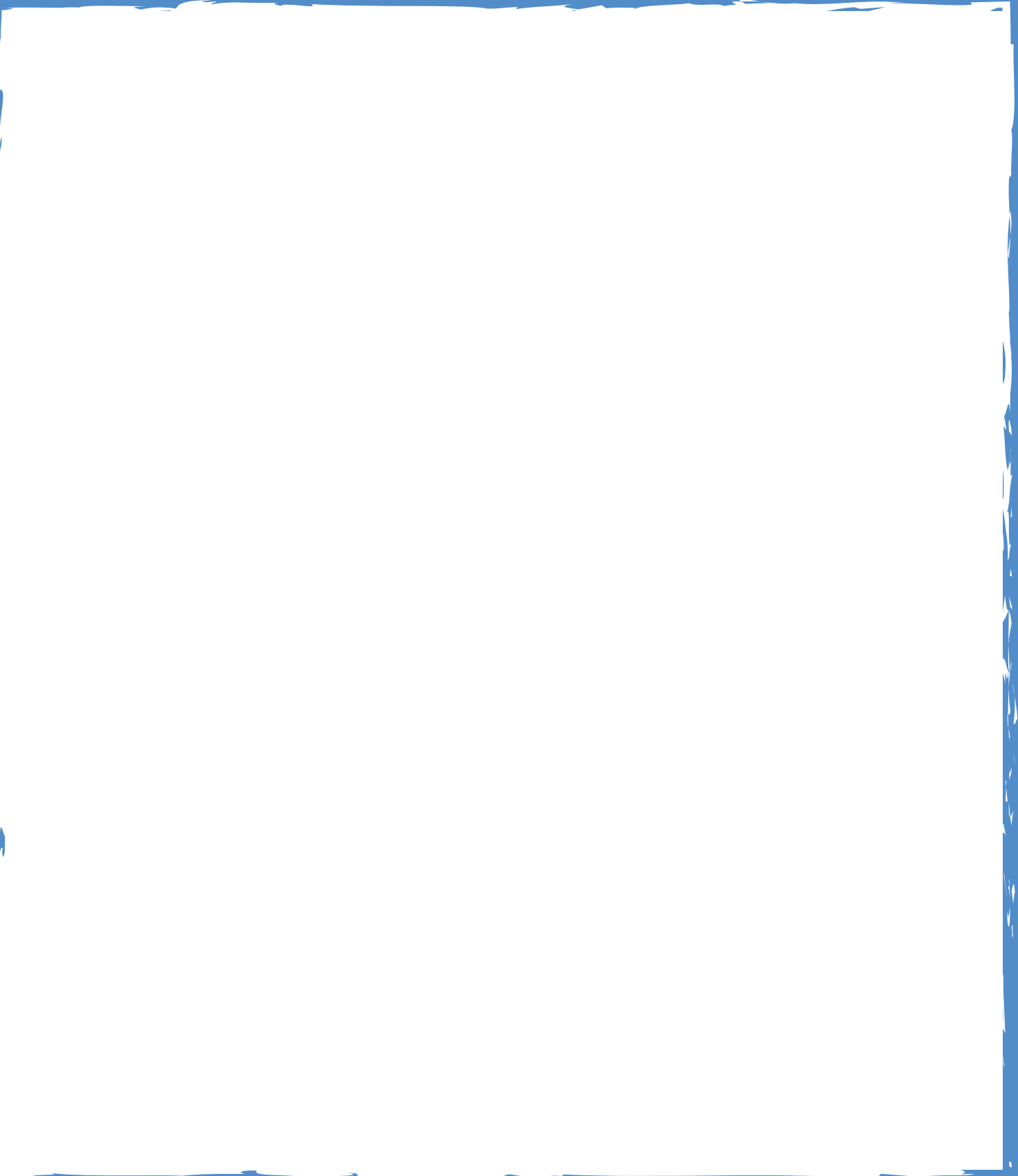
INSTRUCTIONS:

- Individual Activity (10 min):** Distribute a sheet of chart paper and a marker to each student. Tell each student to draw a frame or something similar that holds as a “mirror.” If students have access to their cell phones, tablet, or laptop ask them to take out their phones and turn on the selfie cam. Students should sketch their self-reflection and list elements in their “reflection” they think makes them unique. Ask students to look beyond the physical appearance and think about their agents of socialization, such as interests, friendships, social connections, school, work, family, beliefs and so on. Other influences include: media, music, food, holidays, pop culture, religion, etc. Creative expression is encouraged.
- Group Discussion (10 min):** In small groups of 2-3 have students share their “selfie” with one another. The following can guide the discussion:
 - Describe your selfie. What did you include? What facets do you think are unique to you?
 - What is one similar facet that overlaps between group members? Is it surprising? Why or why not? (ie. middle child, athlete, babysitter)
 - How does this same facet determine how I interact with my other identities? How do I interact with others? How others might interact with me? (ie. as an athlete, I need to focus my time practicing, therefore I do not have as much time to hang out with my friends after school)
 - Do certain parts of my identity feel overshadowed by others parts? If so, how did it make me feel?
- Wrap Up (5 minutes):** Bring your class back together to wrap up the activity. State the following to your students: Community is made up of many individuals. In our classroom communities, we share similarities and differences, thereby, communities are as dynamic as individuals. Next, have students share what they learned about each other. Was anything surprising? Did they find that there are more similarities than differences? Were there qualities that many of them shared? Were there roles that many of them shared? What do they think makes them unique?

Selfies- Reflecting on Self-Identity

When you look at a mirror, what do you see? Beyond your physical appearance, what do you think makes you unique? Draw your selfie to include the multiple characteristics, qualities, identities, and roles that make you: you.

Utilize the space below — be creative!



ACTIVITY 2

Windows

OVERVIEW:

The Windows activity encourages students to recognize multiple perspectives. In this simple observation exercise, we will examine how we view places and events, and how we might see them differently.

TIME:

20 minutes

MATERIALS:

A room with a window(s); Windows Warm-Up Worksheet (p. 3)

LEARNING OBJECTIVE:

Critical Thinking: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives.

INSTRUCTIONS:

Setup: Make sure each student is sitting in a place where he/she can see a window (not necessarily the same window), and has his/her own worksheet.

1. **Individual Observation (3-5 minutes):** Instruct students: From your seat, look out the window. What do you see? Take a few minutes to silently write/draw what you see outside the window. There are no right or wrong answers.
2. **Group Discussion (10 min):** Back as a full group, ask 5-10 students to share samples from their writing or drawings, especially from students sitting in different parts of the room, with various viewpoints. Describe your selfie. What did you include? What facets do you think are unique to you?
Ask students: What do you notice about these observations? Try to avoid using the word “different,” as the main comment will likely be that the views/observations were different.
3. **Make Connections (5 minutes):** Use this discussion to emphasize that our information is always incomplete; things aren’t always as they appear (in life, or in the media). We only see partial pictures of events, because we can’t know everything that occurred before we arrived or what happened outside our “frame” (from a window, media source, point of view, etc.). Remind students that previous knowledge influences how we understand new information, whether about what we think we see, a particular culture, or a local or global event.

MAKE CONNECTIONS:

1. Multiple Perspectives:

How do the “windows” we look through affect our knowledge and understanding?

- Did everyone look in the same direction?
- Why do we choose to look in some directions over others?
- How do the “windows” we look through influence our understanding of other cultures?
- Is it possible to view another culture from the “inside” or are we always on the outside, looking in?
- How do multiple perspectives impact our understanding of complex issues?

2. Incomplete Information:

We cannot see everything at once. We cannot see beyond the “frame” of our limited perspective. What is the result of having incomplete information?

- If a student saw something that the rest of the class did not see (an airplane, etc.), ask if the group believes him/her.
- Are some things only visible from specific positions or at specific times?
- How does this relate to our understandings of other cultures and complex issues? (We only see partial pictures of events, because we cannot know everything that occurred before we arrived or what happened outside our “frame”, window, media source, point of view, etc.)
- Do certain parts of my identity feel overshadowed by others parts? If so, how did it make me feel?

3. Deceptive Appearances:

Things are not always as they appear. There are multiple ways to understand what we see. What kinds of questions can you ask to uncover these possibilities?

- If someone stated that leaves were blowing in the wind, ask: How do you know that the wind was moving the tree? Try to get classmates to come up with other possible causes for the tree moving (a person standing below, an animal climbing, etc.)
- How can we use this kind of questioning when we are learning about another culture or a complex issue?

4. Prior Knowledge:

How does your prior knowledge influence the way you understand new information?

- How did previous knowledge of what is outside influence your picture or writing?
- How does this relate to why people have different views of other cultures and complex issues? (For example, a student may have described something they saw as a “store,” but all they could see was a wall of the building.)
- Discuss how previous knowledge influences how we understand new information, whether about what we think we see, a particular culture, or a local or global event.

Multiple Perspectives

How do the “windows” we look through affect our knowledge & understanding?

Incomplete Information

We cannot see everything at once. We cannot see beyond the frame of our limited perspective.

Descriptive Appearances

Things are not always as they appear. There are multiple ways to understand what we see.

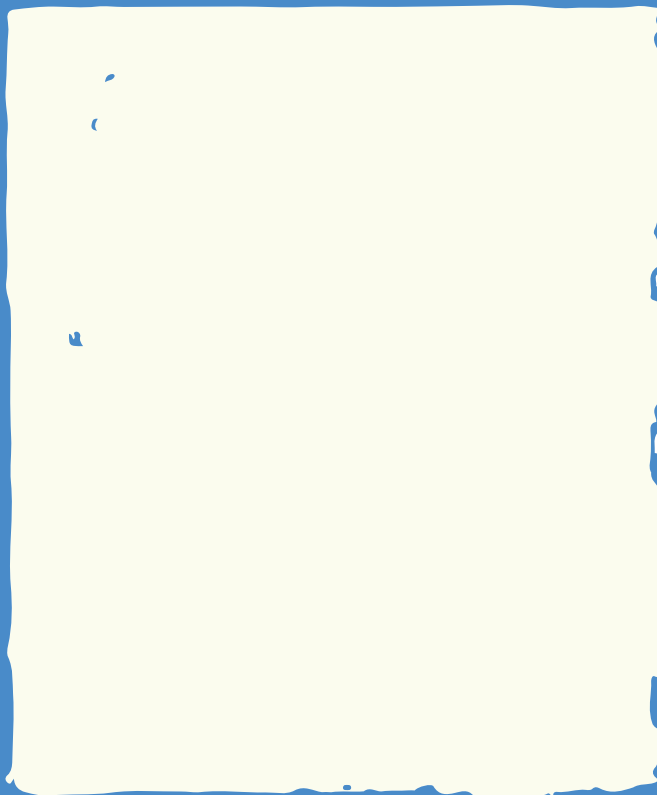
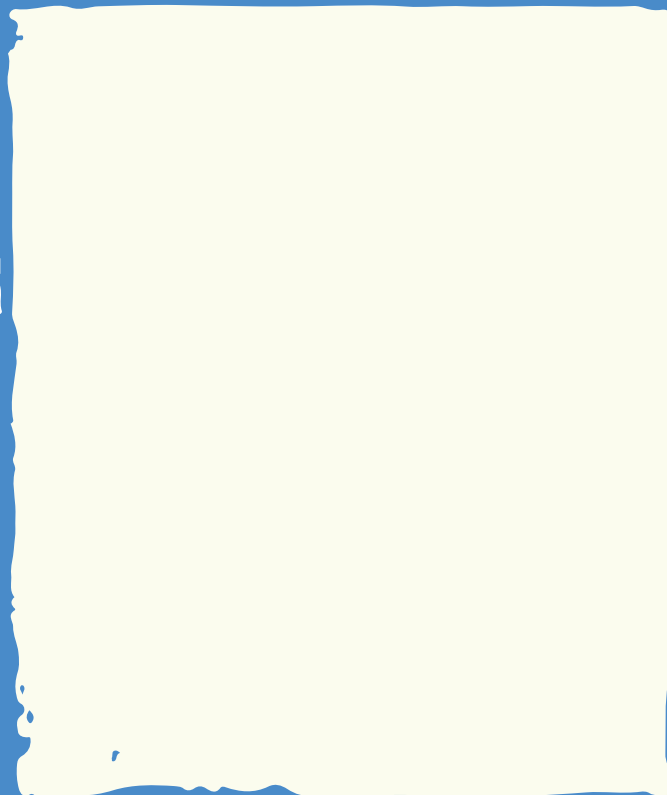
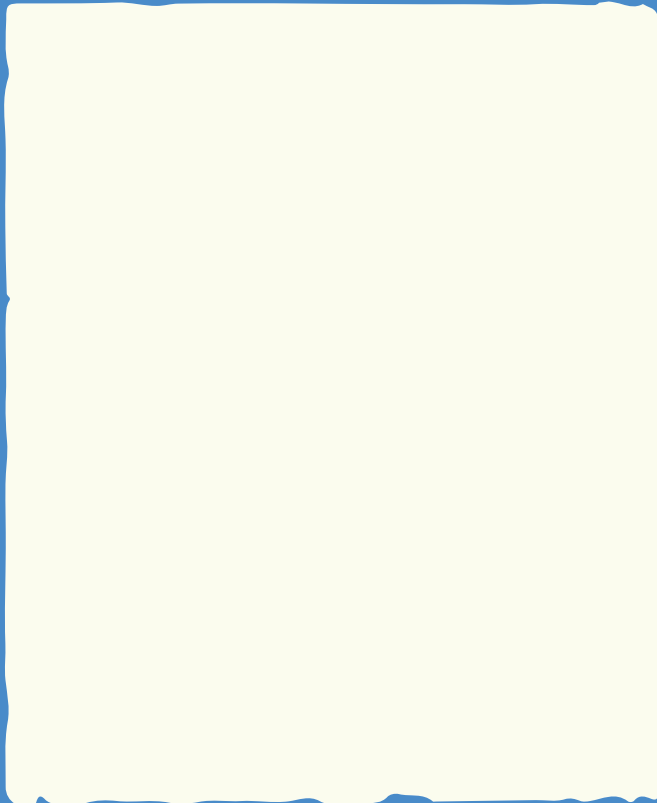
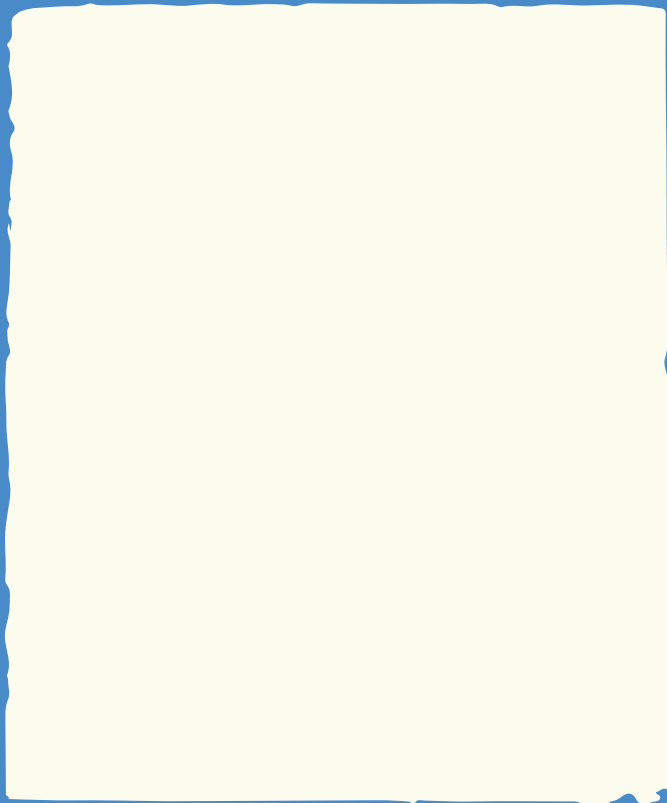
Prior Knowledge

How does your prior knowledge influence the way you understand new information?

Windows Worksheet

STUDENT WORKSHEET

From your seat, look out the window. What do you see? Take a few minutes to silently write and/or draw what you see outside the window. There are no right or wrong answers.



ACTIVITY 3

What does it mean to know others?

OVERVIEW:

Students will now look outward and reflect about identity through building multiple perspectives. Students will learn about different geographies and cultures, specifically through Amman, Jordan; Ashland, Kentucky; and New York City. Students will assess what they will know about these geographies through the KHW chart, and begin to reflect on their cultural identity through creating their own VR storyboard.

TIME:

45 minutes

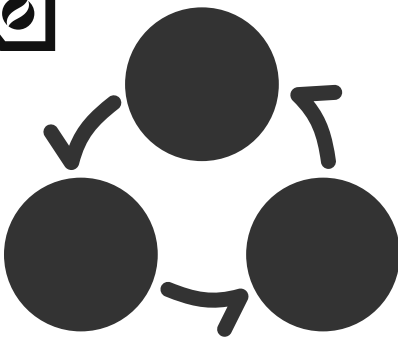
MATERIALS:

See Below

LEARNING OBJECTIVE:

Global Awareness: Students deepen understanding of cultural diversity and become curious about different places and people.

STATION BASED LEARNING



INSTRUCTIONS:

Setup: Set up three stations in three different locations and divide the class into three groups of ten. Students will rotate between learning stations every fifteen minutes. The stations are designed to support VR implementation with a minimum of 5 VR Cardboards in the classroom. If you have more classrooms, you can adjust the station activity as necessary. Assign one geographical location to each group: “Ashland, Kentucky” “Amman, Jordan” “New York, New York”.

SEE CHART ON PAGE (XX) FOR STATION SET UP.

SHARED EXPERIENCE



Option A



Option B



INSTRUCTIONS:

Setup: Move through each activity in the order of your choice, though it is recommended to sequence in the following order:

1. Explore the World
2. VR Immersion
3. Your Life in VR

ACTIVITY 3 (cont'd)

What does it mean to know others?

| STATION/ACTIVITY | ESSENTIAL QUESTION | MATERIALS | KEY DELIVERABLES |
|----------------------|---|--|---------------------|
| 1. VR Immersion | What does it mean to know others? | 5 VR Cardboards, 5 headphones, 5 mobile devices (download GNG APP in advance); KHW chart | VR Reflections |
| 2. Explore The World | What do I already know about other places and cultures? | KHW chart; internet; maps, social media (if possible) | Completed KHW Chart |
| 3. Research | What can I learn about new places? | KHW chart | Completed KHW Chart |

STATION/ACTIVITY 1: VR IMMERSION

INSTRUCTIONS:

1. **Pre-Immersion:** Prior to VR experience, it is important to set the space and context for the VR immersion. Refer to VR 101.
2. **Immersion:** Remind students to look around the VR headset.
3. **Post-Immersion (10 minutes):** Before moving to next station, give students a minute to come out of the experience. Students should immediately scribble their thoughts on the following:
 - What was the most visually captivating?
 - What did you learn anything that surprised you?
 - What are you left wondering about the location or culture after watching the VR?
 - What questions do you have for Abdel, Breanna, and JB?
 - How would you respond to their questions posed at the end of each video?

STATION/ACTIVITY 2: KHW

INSTRUCTIONS:

Setup: In these two stations, students will explore the location assigned, using the KHW worksheet as a guide. Let students know that this is not about getting the “right answers” but about identifying what they already know and what they would like to learn. Check for Understanding question either as a class discussion or individual written assignment at the beginning of the next class.

1. **Brainstorm (8 minutes):** Have students complete the KHW worksheet in small groups without researching. Let students know that this is not about getting the “right answers” but about identifying what they already know and what they would like to learn.

Use the sample prompts below to guide students as they fill in each column/category.

| | |
|--|--|
| What do you KNOW or think you know about these places? | <ul style="list-style-type: none">• When you think about this place, what images do you see?• What are the current relations between this place and your community? How does this community impact our daily lives?• What do you know about the history, culture, environment, or way of life in this place? |
| HOW do you know this? Where did this information come from? | <ul style="list-style-type: none">• Where have you heard or learned things about this place? In the media? From family/friends/school?• Do most people talk about this place in positive or negative ways?• Do you know anyone from this place ? Do you know anyone who has traveled there? |
| What do you WISH to learn? | <ul style="list-style-type: none">• Which categories were hardest to complete?• What new areas do you want to learn about?• What information can you only learn from someone who lives there? |

STATION/ACTIVITY 3: RESEARCH

INSTRUCTIONS:

Setup: Students will refer back to the KHW chart. Look at the “W” column. What do you wish to know about Kentucky? Jordan? New York City? Students should have access to the internet, magazines, and other sources. If possible, encourage students to look at youth-driven social media sites. What can they learn from young people their age? How is this information different from news sites? Students should record the information on the “K” column of the chart.

STATION 1: VR REFLECTIONS

STUDENT WORKSHEET

Journal: VR Reflections

What was the most visually captivating?

What did you learn that surprised you?

What are you left wondering after watching the VR?









What questions do you have for Abdel, Breanna, and JB?

How would you respond to their questions posed at the end of each video?

STATION 2: KHW CHART

STUDENT WORKSHEET

CIRCLE THE LOCATION ASSIGNED: Amman, Jordan; Ashland, Kentucky; New York, New York

| | K What do we KNOW ? Or what do we think we know about this place? | H HOW do we know this? Where did this information come from? | W What do we WISH to learn more about? |
|--|--|---|--|
|  Daily Life¹ What is daily life like? The environment? Is it urban, suburban, rural? | | | |
|  Social Groups Who lives there? What kind of education system do they have? Who goes to school? | | | |
|  History Where is it? What countries border it? What significant events have taken place in this country? | | | |
|  Religion Which religions are practiced? | | | |
|  Language What language do they speak? | | | |
|  Arts What does the arts culture look like? | | | |
|  Government What is the current government? | | | |
|  Economy What industries are common? | | | |

1. Icons were designed by various designers at thenounproject.com. For full citations: tinyurl.com/GNGNounProjectCitations.

ACTIVITY 4

Communicate Ideas: What is Cultural Identity?

OVERVIEW:

Students will examine the overlap of identity and culture through exploring the generic sources about their own culture and discuss how these would help define their school/community within the world.

TIME:

20 minutes

MATERIALS:

Chart, markers, pens, post its

INSTRUCTIONS:

1. **Class KHW Chart (10 minutes):** Divide the class in small groups to discuss the KHW chart. Bring the groups together to create a class KHW chart for the three locations. Add the questions from the VR reflections in the W column. For each category, invite students from each small group to synthesize and share what they have learned. As ideas are placed on the class chart, students may think of additional facts or questions they wish to add. Ideas can be written down on post-its.
2. **As A Class, Reflect:** What did you learn about JO, KY, NYC? What are some similarities/differences? Make a classroom chart (digital or large paper or on the wall illustrating the 8 elements of culture and reflect back what they've learned).
 - Explain how one preconceived idea you had about _____ that was either solidified or changed as a result of this experience?
 - What questions did you have for Abdel, Breanna, and JB?
 - About which part of _____ culture would you like to know more and why?
 - What did you find most surprising about _____ culture and why?
 - What have these activities left you wondering still, whether it be a question of self-identity or other places. Complete the sentence:
I wonder _____.
3. **Lead students in a discussion around cultural identity:**
 - What is Cultural Identity?
Cultural Identity is often defined as the identity of a group, culture or an individual, influenced by one's belonging to a group or culture. *Explain that individuals can belong to multiple cultures.*
 - Describe the cultures of Abdel, Breanna, and JB.
Answers can include: Abdel (male, arab, youth), Breanna (female, poet, daughter), JB (athlete, southern, male).
 - How can you be a part of a culture, yet remain unique in your individuality?
 - Does your identity remain the same throughout your life, or can it change? If the latter, how?

ACTIVITY 5

Your Life... Scripted

OVERVIEW:

This activity serves as the cumulative assessment to the lesson plan. Students will build a VR storyboard of their own lives steered by the following: What will I consider when sharing about my life to others? Are there specific questions they would like to address? Potential misconceptions? How will you continue to share out what makes you unique?

*Optional: Students can create a "mock" VR film, either by creating a photo slideshow.

TIME:

30 minutes

MATERIALS:

Your storyboard, photos, powerpoint, presentation material

INSTRUCTIONS:

1. Prompt student to think about their cultural identity in 5 scenes. What elements of their life do they want to tell? What facets of their individual identity is important to them? What facets about their community do they want to include. Remind students that **cultural identity** is often defined as the identity of a group, culture or an individual, influenced by one's belonging to a group or culture.
2. Reflect back on what you learned about the other communities. What questions did you have left lingering? How might you incorporate those questions into building your 5 scenes?
3. Introduce students to the concept of a **storyboard**, a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie, television, or in this case, a virtual reality production. Student should now sketch out their storyboard (see student worksheet, pg. XX)
4. **Optional:** Turn the storyboard into a deliverable. Below are several options. Depending on your resources you can scale up the production.
 - a. **Photo Slideshow:** Students can use their mobile devices to turn their storyboard into a photo shoot. Photos can be digitally compiled using the resources available to your students. *VR ProTip: students can take 360 panorama photos to emulate a 360 shoot.*
 - b. **Video:** Students can create short films using the storyboard. Videos can be shot and edited with mobile or tablets on free editing software, such as iMovie. *VR ProTip: Devices such as the Ricoh Theta, can take 360 photos. For a full list of VR equipment, refer to GNG's VR 101 Equipment page.*

What's My Story?

What would a day in your life look like, if it were a virtual reality?

Pick 5 scenes from your life that you would show in a VR experience, and create an outline.

Think about:

- If you could make a VR about a day in your life, what 5 scenes would you show?
- What things make you proud? What challenges do you face? How can you show both?
- What would be left out? What is hard to show?

SCENE 1

Draw:

Caption: _____

SCENE 2

Draw:

Caption: _____

SCENE 3

Draw:

Caption: _____

SCENE 4

Draw:

Caption: _____

SCENE 5

Draw:

Caption: _____
