

What Can You See in 3D?

EDUCATOR & DESIGNER LED

ABOUT

We **see** the **world** in **3D**, but **how** can we **see** our **3D world differently**? Put on your **imaginary '3D' glasses**, to **think outside** of this **world!**

Let's **re-envision** and **re-imagine** the **world** around us...



PREP TIME

10+ mins

COOKING TIME

20+ mins

SERVES

1+ people

INGREDIENTS

- One clothing item or object (per person). These can be collected by the adult leading the recipe or brought in by the players.
- Drawing tools – pens, pencils, crayons etc.
- Plain paper or notebook/notepad

Designed Resources

You can use these resources digitally or printed:

What Can You See in 3D? Activity Sheet

LET'S PLAY!

'What Can You See in 3D?' can be played as an extension of the 'Pass-The-Dress-Ups' recipe.

You can **play** this **by yourself** or with **lots of people!**

If you have played the **'Pass-The-Dress-Ups'** recipe, you can **use** an item you have **already found** and skip to step 2.

What Can You See in 3D?

RECIPE PREP

You will need to either **instruct** the **players** to **bring** in a **variety** of **random clothes/objects/items**, or you will need to **collect** and **provide** them yourself. You could source them from your own things, friends and family or thrift them.

PLAY-SPACE SET UP

Ensure there is enough **space** for all players to **sit** in a **circle** on the **floor** or in **chairs** with **space** in **front** of you. This recipe involves **drawing**, so you could use **tables** or something to **lean** on.

LET'S PLAY!

Introduce the recipe – see the '**About**' section.

If you have played the 'Pass-The-Dress-Ups' game, you can use items already found/chosen and skip to step 2.

1. If you are **providing** players with random object/s, you can either let them **choose** the item or you can hand them out **randomly**.

If players have their own random objects, ensure they have them ready to use.

As players complete these tasks, they will use and fill in the **What Can You See in 3D? Activity Sheet** either printed or digitally OR they can write their answers down in their notebook or on paper.

2. Ask the players to **place** the **object** in **front** of them and **observe** the **object**.

Tell them to **look carefully** at the object, noticing its **shape, colour, texture** and **pattern**. Tell them to **touch** the **object**, and **feel** its **surface, edges, shape** and **size**.

What Can You See in 3D?

Ask them:

- What material do you think it's made from?
- How do you think it was made?
- Why do you think it was made?
- What is this item's purpose?

*Players write down their thoughts and observations about the object on the **activity sheet** OR in their **notebook**.*

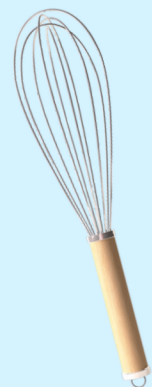
See below for an example:

FOR EXAMPLE:

I found a whisk in my kitchen. I observed its long wooden handle and large wired loops. I think the loops are made from silver stainless steel.

I don't know exactly how it is made but I am guessing the different sections were individually made and then attached together.

I know it was made for mixing different liquids like eggs or in baking because it helps make them fluffy. It is very smooth but also has a strong and hard structure.



4. Once players have observed the object, ask them to **draw the object exactly** as they **see** it, what it currently looks like **unchanged**.

Encourage players to draw their objects to the **best** of their abilities! There is **no such thing as a bad drawing**.

Players can use the space in the activity sheet or their own paper.

What Can You See in 3D?

5. Now, ask players to **re-imagine** and **re-invent** the object's **purpose** and **design**. You can encourage a **group discussion** or discussion in pairs.

What else could this object be **used** for or how else could it be **worn**? **Encourage** players to be as **inventive** and **creative** as possible. There is no such thing as a silly idea!

Players can use the space in the activity sheet or their own paper.

6. Ask players to **loosely sketch different ideas** of how this object could be used or worn.

7. Ask players to **choose a final design** and **draw this design**. They need to **label** its new **features** and **reinvented qualities**. **What** does this new object **do**? **How** is it **used** or **worn**? **What** is it made **of**?

FOR EXAMPLE:

A whisk could be turned into shoes, the wired loops create a sturdy but bouncy structure. Or it could be used as a gentle head massager!

8. **Facilitate** a **group discussion** and show and tell with the players.

They can **share** their ideas and drawings with each other and with the group. They can **discuss** these reinvented objects.

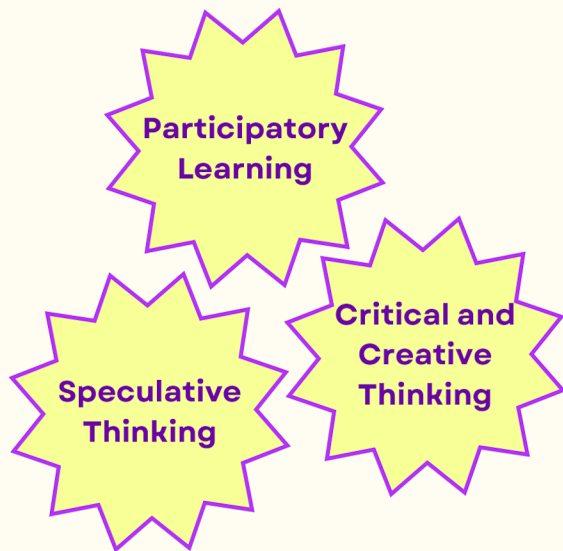
Encourage players to **ask** lots of **questions**. Spark **curiosity**!

LET'S KEEP COOKING!

Repeat and reimagine another item or a whole range of objects!

What Can You See in 3D?

PEDAGOGIC PRINCIPLES



LEARNING GOALS

Fosters critical thinking and speculative thinking to envision different ways of designing and engaging with clothing and objects, for better alternatives.

Examines and re-examines the role design plays in our daily lives.

Nurturing an out-of-this-world approach to wearing, engaging with and using clothing and objects.

EXPLANATION

This activity asks players to think creatively about how everyday objects can be re-imagined, re-designed and given alternative functions and purposes.

Through visually and physically examining objects, we can consider the implications of their current design and envision better future alternatives.

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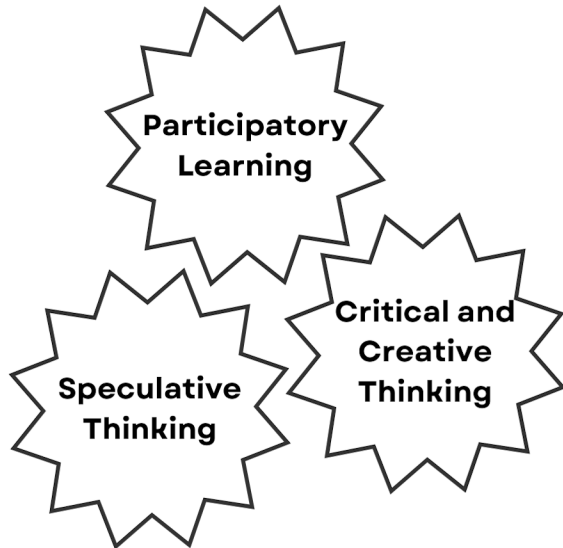
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