



IMMERSIVE PROJECTOR

POWERFUL PROVOCATIONS
CREATED USING THE IMMERSIVE PROJECTOR



The Immersive Projector offers **multi-sensory experiences** that can open doors to many areas of learning, including those all-important **learning behaviours needed for the 21st Century**. Children will explore, experiment and discover scenarios that will capture their curiosity and prompt them to ask questions and wonder, both verbally and internally. These **magical experiences** will heighten their senses and level of engagement, **creating powerful memories and connections** within the brain. Technology is at the heart of this, helping to transform learning, adding new dimensions and qualities in a safe, engaging, child led way.



“Imagine having an empty room, a blank canvas with merely a light in the centre. Children are given free reign to experiment and explore. They become the artists that transform the walls into their very own canvas. This echoes Malaguzzi’s belief that we should ‘give children access to one of their one hundred voices, be it as a sculptor, a painter, an author or an architect’. With the Immersive Projector, children can select and create from a myriad of resources such as blocks, reclaimed materials, loose parts, natural items, curious objects or fabrics.”

Catherine L. Clark

Early Years New product Development Director



IMMERSIVE PROJECTOR

PROVOCATIONS WILL VARY DEPENDING ON THE CHILDRENS INTERESTS:



Perhaps, for example they will choose to re-enact a familiar fairy-tale, complete with imagery of characters such as Red Riding Hood in the deep dark forest. Imagine them carefully selecting materials to **make this dramatic landscape to enhance their narrative**. They may knock at Grandma's door or place plants around to convey the thick woodland. In doing so, they have **created their own immersive environment** and are truly at the centre of the story. What a wonderful provocation for Literacy and Language!



There may be times when the adult will scaffold and support the child. Provocations and invitations to play may be created by practitioners following the children's interests and fascinations. However, the initial provocation may then be adapted and modified by the children themselves, **often transforming into something completely different and taking an unexpected turn**.

The following landscapes we have chosen to illustrate are merely ideas as to how the play could unfold. They are not prescriptive recipe cards to be strictly adhered to. The children will have their own ideas and suggestions and will become the architects of their own play. These ideas are more for illustrative purposes to show what is possible from this open-ended resource.



The Immersive Projector will be sure to **inspire your children** to build a rich variety of landscapes and worlds in which they can **play and explore**. They may choose to create familiar places such as the street they live on or settings from their favourite stories. However, **imagination may also soar**, with faraway lands or imaginary worlds unfolding before our eyes.

‘From the familiar to the unfamiliar – taking small world play to a whole new level’



CREATING IMMERSIVE LANDSCAPES AND SMALL WORLDS

Play, within landscapes such as the busy street may travel in many directions **depending on the child's decisions**. Some may wish to use puppets or small world characters to tell a story, whilst others will adapt the landscape by making or building different structures **to alter the dramatic skyline around them**. Skyscrapers or houses may be constructed from used materials such as cardboard boxes, or other resources can be brought into the **play to facilitate their narrative**.





Children can physically walk around the street as if they were really there, in a **landscape that they have created**. The shadows and colourful patterns that kaleidoscope on the walls give the play much more power and impact. You might see them choose to re-enact familiar experiences such as going to the shops, or **create an imaginary tale** where buildings become homes for superheroes to plan their missions. Perhaps they will be the superhero, or they may make representations that fly around the town on their busy quest.

This **truly immersive environment** can literally have clouds, snowflakes, a beaming sunshine or even a rainbow above their heads. This can be achieved by children choosing and designing materials, using different techniques or by drawing directly onto the dome with chalk markers.

Reflect upon how everyday familiar items around them such as colanders, spoons, sieves etc take on completely different appearances in this shadowy landscape. The children will choose and create the backdrops for their play, from castles and rainforests, to under the sea worlds, all made possible by **manipulating materials in the light**.





'Imagine using the Projector to create their very own immersive Jurassic World. Children can be transported into their own land surrounded by plants, vegetation, dinosaurs, volcanoes and caves.'



JURASSIC WORLD

'Immerse yourself in a prehistoric landscape'

Children often have many interests and fascinations which they are mesmerised by. How often have you seen a child creating a Jurassic scene or something similar in a tuff tray or on the floor?

The light effects of the Immersive Projector will **enhance children's play**, with them becoming the **creators of their own immersive adventures**. With the flick of a switch, their small world play will be transformed, transporting them to another time, another age.

As they play, children may wish to adapt the environment by adding plants (real or pretend), or create their own volcanoes using different materials, such as a cone and red acetate paper to represent lava. Equally, children may wish to draw directly onto the dome with chalk pens to create parts of the environment. They will not only manipulate the landscape but actually **step into the experience and interact with it** rather than just being reactive. What a magical and fun way to explore life in different times with interesting discussions being sparked.



JURASSIC WORLD

'Immerse yourself in a prehistoric landscape'

This provocation opens up the opportunity to **explore different types of language**, including descriptive, scientific, or mathematical. Within a Jurassic scenario, children may start to compare using the language of size, for example deciding which Dinosaur is the tallest, shortest, widest. Vocabulary such as huge, tiny, miniscule or enormous will start to be used. Perhaps **children will be inspired to use prepositional language** in their narratives as they talk about the positioning of the shadows on the walls and ceilings e.g. the Pterodactyls flying in the sky above, the Triceratops is standing on the ground below. Maybe the Diplodocus is standing next to a tall tree whilst the T-Rex is hiding inside the cave.

The opportunities to create memorable leaning experiences are vast.

There are so many materials to be experimented with and explored. We want the **children to be full of wonder** and this simple resource opens up an array of rich and varied possibilities.

'Children will be able to walk alongside the dinosaurs. They may see a diplodocus reaching up to eat the leaves from the tallest trees whilst the pterodactyls fly in the skies above.'

