

Unit Lesson Plan Proposal: Living Perception of Scale

This unit lesson plan is designed as a living educational experience that explores mental sustainability through imagination, body awareness, perception, and space. Inspired by *Alice in Wonderland* and the film *Downsizing*, the project invites participants to understand scale not as fixed, but as something continuously shaped by movement, perspective, and context.

The unit begins with imagination and narrative, using *Alice in Wonderland* as a conceptual entry point to discuss growing, shrinking, and shifting realities. Participants reflect on how imagination allows the mind to adapt to change, introducing mental sustainability as the ability to remain flexible, aware, and emotionally grounded when perception shifts.

The second phase focuses on body and space. Participants explore how their bodies perceive scale by moving closer to and farther from objects, spaces, and one another. Through guided exercises and documentation, they observe how proximity, distance, and movement affect feelings of size, power, vulnerability, and presence.

The third phase introduces photography and image manipulation as tools to redefine scale. Participants take photographs that distort perspective, placing the body in relation to objects to appear larger or smaller, learning how images can manipulate perception and how scale can be constructed rather than assumed.

The fourth phase explores perceptual psychology and illusion, inspired by the Ames Room. Through mirrors, reflections, room dimensions, and spatial arrangements, participants experiment with how environments shape perception. This phase emphasizes awareness of how the mind fills gaps and makes assumptions, reinforcing mental sustainability as conscious perception rather than passive viewing.

The final phase culminates in the creation of a mixed-media collage installation on the perception of scale. Using photographs, reflections, drawings, and spatial elements, participants create a physical collage that represents their lived experience of shifting scale. The collage becomes a visual synthesis of imagination, body, space, illusion, and awareness.

Throughout the unit, learning is not divided into separate subjects. Art, psychology, physics, and spatial reasoning function as one interconnected field of study. The project encourages participants to reflect on how perception shapes emotional responses, empathy, and respect for spaces and bodies, human and environmental.

This unit lesson plan positions art as a living system of learning, where mental sustainability is practiced through movement, observation, creation, and reflection, and where perception becomes an active, embodied experience rather than a fixed truth.