Lumination

Lesson Plan

AR & VR LESSON PLAN

Immersive Poetry

Learning Area	English	Kit	AR/ VR Education Kit
Year Level	Year 7	Duration	60-90 mins

Introduction/Description

Students will practice using their senses to develop descriptive vocabulary to help them in constructing poems. They will use Handheld Virtual Reality (HHVR) headsets and devices to help them become fully immersed in the environment in which they will use their senses to describe and write a poem about a chosen location or object.

Students are assumed to have prior knowledge of poetic skills and techniques.

This lesson addresses the following learning outcomes in the Australian Curriculum in English:
- Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Task Summary

Write a poem describing a scene using their senses after engaging in an immersive nature experience.

| **Preparation** | Students are expected to: |
| | |

Students are expected to:
- Have some background knowledge in poetry.
- Have prior experience in viewing videos in VR on the HHVR headsets.

Teachers should make sure that:
- Devices are charged.
- Devices have access to Sites in VR app.
- Students are divided into pairs or groups depending how many devices are available.
- Slide Deck/ Blendspace has been checked and the teacher has accessibility.
- 360 boat image links are working
- A copy of the Student Digital Notebook has been distributed to students and they have downloaded/ made a copy for themselves

For Extension Task
- Students are expected to:
- Have completed above lesson prior to engaging with extension learning task/ assessment

Teachers should make sure that:
- A copy of the A3 panoform grid has been printed for each student
- Students have access to screen recording software and now how to use it
- Students have access to video editing software and know how to use it
- Sharing platform has been prepared.

Resources

Hardware
- Student laptops
- Handheld Virtual Reality (HHVR)
- Mobile devices

Apps
- Sites in VR
  Examine the marvels of Islamic architecture, visit mosques, tombs, palaces of sultans, museums, inns, baths, castles, towers, old houses, squares, parks, nature, religious sites, ancient cities, space and other places with more than a thousand 360 degree panoramic images in high quality.

Websites
- Padlet (www.Padlet.com) for collaboration
- 360cities (www.360cities.net) – in particular:
  - https://www.360cities.net/image/astondoa72glx
  - https://www.360cities.net/image/on-a-fishing-boat-mumbai

Tasks/Presentation
- [Blendspace lesson](#)
- Immersive Poetry: [Student Digital Notebook](#)

Additional Resources for Extension Task–
- Access to Panoform (www.panoform.com)
- A3 copy of Panoform grid printed
- Pens/ pencils/ textas
- Screen recording software ([Screencast-o-matic](#) or [Screencastify](#))
- Video editing software (some free versions might include
  - [Animoto](#)
  - [Adobe Rush](#)
  - [Clipchamp](#)
- Sharing platform of class choice ([Google Classroom](#), School LMS, [Microsoft Stream](#), etc.)

Other Learning Areas
- Art

Learning Sequence

1 (15 mins)

Introduction
Introduce the poetry lesson and recap on what students already know about poetry by asking, 'What can you tell me about poetry? What do you know?' This can be a discussion as a class, or small group collaborative brainstorms if time allows.
- Think-pair-share task
  - Ask students to think of their favourite place in the whole world.
    - Why is it their favourite place?
    - What about it makes it so special?
    Note: The teacher can share their favourite place to role model thinking.
  - Ask students to turn to the person next to them and describe their place to their partner. See if the partner can guess the place. Switch places.

- Get students to write down the words and phrases they used to describe their place in their digital notebooks. Ask students to categorise their words.

- Ask students to choose their top 5 words/phrases from their list and rank them 1 to 5. Ask students: "What made them choose their top word? Why?" Get students to share with their partners or with the class as a discussion.

2 (5-8 mins)

Development
Ban Boring Words!
- Facilitate discussion around describing words and using descriptive adjectives to 'paint a picture' in our audience's head – this is an incredibly important tool for poets.
- Ask students to revisit their list – Are there any words they would consider 'boring' and could change?

(2-5 mins)

5 Senses
- Ask students about their categories – What types of words did they have?
- Discuss using the 5 senses as a very useful tool to give an immersive experience through poetry to their audiences. Explain each 5 senses, but in particular make note of imagery use of taste (e.g. tasting fear) and of feel (not just touch, but emotions too).

(8-10 mins)

Model Writing
- Access whiteboard or paper for students to see, or Padlet on different screens.
- List descriptive words using 5 senses together after viewing this VR video aboard this boat.

(8-10 mins)

Joint construction
- Ask students to pair up and use the same headings of the senses and now describe a second boat together.

3 (5 mins)

Putting it together
- Tell students that they now have all the vocabulary that they need to write their own poem; they just need to connect it together.
- Read the poem, 'Eucalyptus Breeze,' on Blendspace as an example of using senses to create a poem.

Give students the opportunity to create a poem with their partners from their words and share, if time allows.

4

(15-20 mins)

<u>Independent Writing</u>
- Ask students to access the VR headsets with <u>Sites in VR</u> app.
- Access *Nature* folder.
- Students can then choose whichever nature 360 experience they like. They are to immerse themselves and imagine themselves there. They are not to share their chosen location with anyone!
- Using their 5 senses chart, they need to write down their descriptive vocab (as per previous tasks) and create a senses poem about their location.

5

(10 mins)

<u>Conclusion</u>
- Once completed, students are to form small groups and share their poems without revealing which one they chose. Other group members need to try and guess which location or type of location they have written a poem about.

6

<u>Extension Activity / Possible Assessment</u>
- *Students can continue their learning back at school with the poem they wrote in the previous lesson, or a new original poem (teachers' discretion).*
- *Access Panoform (www.panoform.com) as a class and show demonstrations of what panoform looks like.*
- *Distribute A3 printed panoform grids to students. Instruct them that they are to draw a scene or landscape to illustrate/ accompany their senses poem they have written – they will be creating their own VR immersion experience for their poem!*
- *Optional to distribute either electronically or printed the instructions in how to create the panoform to students or direct as a class*
- *Once students have completed their design, they are to take a photo of it, crop it, so that there are no white edges and upload it to www.panoform.com.*
- *When they have their 360 VR on their screens, they can use a screen recording app or software to screen record a pan around their landscape. They may read their poem as they pan as part of the screen recording or save the screen recording and edit it in some movie editing software (Adobe rush or what is recommended by school) and add their audio to it.*
- *Save the video and share on the class sharing platform of choice.*

Adaptation Ideas

- The use of the visual aid (Blendspace lesson) will give students an extra stimulus to instructions when the teacher is presenting.
- Students may have use of a thesaurus (www.thesaurus.com) or thesaurus tool on word doc) to help with ideas in changing words
- Scaffold of senses chart
- Scaffold of a senses poem (I see, I hear, I feel, I taste, I smell)
- Access to thesaurus
- Working with teacher aid or in pair again -Specific teacher choice provided of VR world
- Students creating a collage of printed pictures for their landscape
- Teacher video recording student speaking poem as they show 360 landscape

Extension Ideas

- Free choice of any landscapes/ 360 opportunities in the Sites in VR app
- A style of poem to challenge students to use (rondeau, villanelle, etc.)
- A series of poems written connecting different VR landscapes
- Experimenting with video editing software in creating video (filters, music, animations etc.)
- Creating a digital image as landscape using CoSpaces

Australian Curriculum	NSW Curriculum	VIC Curriculum
Year 7 - English Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace (AC9E7LY07) plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)	**Stage 4 - English** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies **EN4-2A** Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence **EN4-4B**	**Level 7 & 8 - English** Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387) Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390) Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning (VCELY396)
Year 7 - Visual Art Design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience (AC9AMA8C01) select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning (AC9AVA8C02)	**Stage 4 - Visual Art** **4.2** explores the function of and relationships between the artist – artwork – world – audience	**Levels 7 & 8 - Visual Art** Create and display artworks, describing how ideas are expressed to an audience (VCAVAP037)