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Lesson Plan

AR & VR LESSON PLAN

A Virtual Trip To The Pyramids of Giza

Learning Area	History	**Kit**	AR/ VR Education Kit
Year Level	Year 7	**Duration**	Part 1 - 40-45 mins Part 2 - 45-50 mins

Introduction/Description

Ever wondered what the purpose of the pyramids was? What can you find inside them? In this lesson, students will explore the inside of one of the great pyramids of Giza in VR using Handheld Virtual Reality (HHVR) to give them an immersive experience of what it's like to visit a pyramid. Students will make some predictions on what this pyramid contains.

This lesson addresses this learning outcome in the Australian Curriculum: The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002).

This lesson is broken into two separate sessions. It can be completed in a double lesson or over two singles. The second part of the lesson may be optional.

This lesson can be used at the start of a unit as an engagement lesson, or during teaching about physical landscapes.

Task Summary

In part one, students will make predictions about the purpose and inside of pyramids before exploring the inside one of the pyramids using HHVR.

In part two, students will design their own creative pyramid interior based on what they have learned from the immersive experience.

Developed by Jolanta Stephens

Preparation

Students are expected to:

- Have some background knowledge on Ancient Mediterranean Worlds.
- Have some background in viewing YouTube videos in VR on the HHVR headsets.
- Have background experience in creating content using CoSpaces.

Teachers should make sure that:

- Devices are charged.
- Students are able to access YouTube videos.
- Students are divided into pairs or groups depending on how many devices are available.
- Slide deck has been checked and the teacher has enabled the deck's accessibility so students can access them.
- A copy of the Student Digital Notebook has been distributed to students and they have downloaded/ made a copy for themselves.

Resources

Hardware

- Student Laptops
- Handheld Virtual Reality (HHVR) Headsets
- Mobile Device

Tasks/ Presentations

- Pyramids: Virtual Trip Notes (slide deck)
- Student Digital Notebook
- Google Jamboard (part 2)
- CoSpaces Accounts (part 2)
- CoSpaces Pyramid Example (part 2)

Websites

- Pyramids (website)
- Digital Giza (3D tour)
- Pyramids Exploration (Interactive Exploration)
- Great Pyramids Revealed (News article)

VR Videos

- The Egyptian Pyramids (3:35)
- Travel inside the Great Pyramid of Giza video (3:35)
- What's inside the Great Pyramids? (video - 3:35)

Learning Sequence

1 (10 mins)

Part One

Introduction

Teachers ask students what they think about when we say 'Ancient Egypt'. List responses. Introduce to students that they are going to be focusing on the pyramids today. Ask students to discuss what they think may be inside pyramids or how they came to be. Ask if students believe the following video could be a plausible explanation of Pyramids.

Watch this video together as a class: The Egyptian Pyramids (3:35)

- Ask students to think and complete a 'Think Puzzle Explore' on the topic of the Pyramids in their digital notebooks:
  - *What do you think you know about this topic?*
  - *What questions or puzzles do you have about this topic?*
  - *How might you explore your puzzles about this topic?*

- Ask students - What do you think the pyramids were used for? What might be inside them? Think, Pair, Share this information in their digital notebooks

2 (20-30 mins)

Development

- Direct the first groups of students to view the following Travel inside the Great Pyramid of Giza video (3:35) using their devices and the headset. They will need to make sure they are viewing it in VR mode and that the sound is on. To manage noise levels in the classroom, the use of headphones or earphones may be encouraged.

- Students need to record their thinking using a 321RIQ in their digital notebooks:
  - **3** facts they **remember** from the experience
  - **2 insights** (new things they never knew about) they have learned from the experience
  - **1 question** they now have.

- Explain to the students that they will be learning across different stations in two smaller groups:

  Station 1: HHVR
  In this station, students will be viewing the following VR videos using the HHVR devices:
  - The Egyptian Pyramids (3:35)
  - Travel inside the Great Pyramid of Giza video (3:35)
  - What's inside the Great Pyramids? (video - 3:35)

  Station 2: Research Students will be asked to find out what people will find inside pyramids. They may use the following videos and graphics to do their research and take notes in their digital notebook:
  - What's inside the Great Pyramids? (video - 3:35)
  - Pyramids (website)
  - Digital Giza (3D tour)
  - Pyramids Exploration (Interactive Exploration)
  - Great Pyramids Revealed (News article)

3 (5 mins)

Conclusion

Students are to collaborate and share their notes from each of the sessions with a partner or group of 3. They can add to their notes as they discuss.

4 (10 mins)

Part Two

Introduction

- Ask the students to retrieve their notes from the previous lesson and to share one piece of information that they found particularly interesting on a Google Jamboard.

5 (35 mins)

Development

- Direct the students to brainstorm on the next page of the Google Jamboard - if they were to build a pyramid, what would they put in their pyramid? Some things might include:
  - Things they treasure
  - Reminders of home
  - Comfort items
  - Things to entertain them in the afterlife

Pyramid Design

- Introduce to students that they will be designing their own pyramids using CoSpaces. They can include what they would put in it, what levels would they have etc. They will use CoSpaces to create their pyramid by placing a pyramid shape in the middle and creating what would be in the pyramid on each side around the pyramid (show example - also in their digital notebooks)

6 (5-10 mins)

Conclusion

- Ask students to share their pyramid designs/creations using CoSpaces by sharing the link/ QR code. Students will be able to view each other's creations in VR or AR by scanning each other's QR codes.

Adaptation Ideas

- Students can work in pairs or view the 360 video without a headset and just on their devices.
- Students could create a pyramid based on a real pyramid rather than designing their own.

Extension Ideas

- Students could create a screen recorded video of them explaining each part of their pyramid
- Students can use this site to play a game to build their own pyramid Build a Pyramid Game.

Australian Curriculum	NSW Curriculum	VIC Curriculum
Year 7 - History Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)	Stage 4 - History Physical Geography describes major periods of historical time and sequences events, people and societies from the past **HT4-2** selects and uses appropriate oral, written, visual and digital forms to communicate about the past **HT4-10**	Levels 7 & 8 - History How physical features influenced the development of the civilisation (VCHHK109)