Lumination

Lesson Plan

AR & VR LESSON PLAN

Super Summaries

Learning Area	English	Kit	VR/AR Education Kit
Year Level	Year 5	Duration	1x 50 minute Lesson

Introduction/Description	Get students excited about practising comprehension strategies through fun immersive learning with The Batmersive Experience.
Learning Intentions	In this lesson, students will practise summarising as a comprehension strategy using Handheld Virtual Reality (HHVR) headsets and devices. This is an exciting way to use emerging technologies for engaging students in learning language and literacy.
Task Summary	Students will write a summary of events after viewing the virtual reality video, "The Batmersive Experience" on the YouTube app.
Preparation	Students are expected to: • Have a basic understanding of summarising texts. Teachers should make sure that: • All hardware has been charged and sanitised • Student Devices have the most recent updated version of *YouTube* installed. • Slide Deck has been checked and teacher has accessibility • A copy of the Summarising Digital Notebook has been distributed to students and they have downloaded/ made a copy for themselves. • Students have been divided into pairs or groups depending how many devices and HHVR Headsets are available.

Resources

Hardware
- HHVR Headsets
- Mobile Devices
- Student Laptops
- Headphones
- Internet Access
- Smartboard/TV

Tasks/Presentations
- Summarising - Teacher Slide Deck
- Summarising - Student Digital Notebook
- VR Safety Poster

Videos
- Pixar - For the Birds
  One by one, a flock of small birds perch on a telephone wire. Sitting close together has problems enough, but then along comes a large dopey bird that tries to join them. The birds of a feather can't help but make fun of him—and their clique mentality proves embarrassing in the end.
- Pip - Short Story
  A heartwarming tale for underdogs everywhere, Pip is the story of a small dog with a big dream—to become a Southeastern Guide Dog. Does she have what it takes?
- The Present
  Jake spends most of his time playing video games indoors until his mom decides to give him a small dog as a present. Jake is initially thrilled then soon loses interest, but the dog has another surprise in store.

VR Experiences
- ▶ Experience The Batcave In 360 │ THE LEGO BATMAN MOVIE
  Fly over Gotham in the Batmobile, party with Superman and fight your evil nemesis in the world of LEGO Batman.

Learning Sequence

1 (10 mins) Introduction

- Begin by telling students the following story. Try and speak quickly to emphasise an overload of information:

  'The most amazing thing happened to me on the weekend. I woke up in the morning at 6:30am, I forced myself out of bed and trudged to the kitchen to make myself some breakfast. I opened the cupboard door and looked for bread to make toast, but I couldn't find it. Turns out I forgot to buy bread, so I had to have cereal instead. I think it was cornflakes… or was it sultana bran? No, it was definitely cornflakes. Afterwards I got myself ready and drove to the shops to get the bread I'd forgotten to buy. It took me 11 minutes and 30 seconds to get there. I decided to go to Coles because they have the bread I like. On my way in I decided I really wanted some coffee, so I went to the cafe next door to Coles, there were 6 people in line so I had to wait a while. When it was finally my turn to order, I went to pay for it and realised I left my wallet at home. I felt really embarrassed. The person who was standing behind me in line overheard our conversation and he offered to pay for my coffee! So even though my day started off a little rocky, it ended up being very positive thanks to that kind person.

- This will show students that when you retell a story, little details aren't important and you need to focus on the main events. Ask them 'were all the details in my story needed?'

- Tell the students 'let's take some notes on my long story to focus on the important parts'. Use the template (slide 3) to write down students' ideas on the smartboard.

- On slide 4 (alternatively you can load this as a document to edit), model to students how to write a short summary of the story using ideas from the previous slide.

- Explain to students that they will be practicing this skill today by writing a short summary of a video they will view using the Hand-Held Virtual Reality (HHVR) Headset.

- Explain to students that they will be working on 2 different tasks, HHVR and writing short summaries (slide 5).

- Talk through the VR Safety Poster on slide 6 to remind students how to safely use the HHVR Headsets.

2 (35 mins) Development

- Provide students with a HHVR Headset and Student Device. Instruct them to scan the QR code on the Teacher Slide Deck to access 'The Batmersive Experience' and load the Student Device into the HHVVR Headset.

- Once students have finished the video, they need to pass the HHVR Headset and Device on to another student.

- Students then can work on their summary of 'The Batmersive Experience' on slide 4 and 5 of the Student Digital Notebook.

- As students are waiting to watch 'The Batmersive Experience', they can work on writing a short summary of a YouTube video of their choice on

3 (5 mins) **Conclusion**

- Invite the students to pair up for a Think-Pair-Share. Focus on some of the following reflection questions for students to discuss with their partner:
    - What challenges did you come across during this task?
    - What went well?
    - Did using the HHVR Headset help your learning? Why/why not?
    - Why do you think it's important for us to learn how to summarise?

Modifications

Adaptations

- For students with epilepsy who cannot view videos in VR, they will need to select the 'View On Phone' option when accessing 'The Batmersive Experience' video.
- Students who are unable to write can use the speech-to-text function on any device. Alternatively, they could record a video presentation using iMovie/SeeSaw/Camera app of them summarising the video.

Extension Ideas

- If students finish the task early, they could create a video to present their summary to share with the class.
- Students can develop other comprehension strategies (connecting and questioning) using this text.
    - Connecting - students can identify 3 things from the video that they connect with themselves.
    - Questioning - students can write a list of questions they have about the text using who/what/when/where/why prompts.

Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
Version 8.4 Year 5 - English Language Text Structure and Organisation *Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)* Literacy	Stage 3 - English Speaking and Listening **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features Respond to and compose texts ● identify and summarise key ideas and information from	Levels 5 - English Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience **VCELY329** Use metalanguage to describe the effects of ideas, text structures and

Texts in context
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

Interacting with others
Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)

Interpreting, analysing, evaluating
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Version 9
Year 5 - English

Language
Text Structure and Organisation
describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts (AC9E5LA03)

Literacy
Texts in context
describe the ways in which a text reflects the time and place in which it was created (AC9E5LY01)

Interacting with others
use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and

guest speakers, eg note-taking or using digital technologies

Reading and Viewing
EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

Respond to, read and view texts
● summarise a text and evaluate the intended message or theme
● recognise how aspects of personal perspective influence responses to text

language features on particular audiences **VCELT314**

Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning **VCELY318**

justify an opinion or idea (AC9E5LY02) Interpreting, analysing, evaluating *navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming (AC9E5LY04)* *use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)*		

Cross-Curriculum Priorities

⬚ Aboriginal and Torres Strait Islander Histories and Cultures
⬚ Asia and Australia's Engagement with Asia
⬚ Sustainability

Capabilities

✅ Literacy
✅ ICT Capability
⬚ Critical and Creative Thinking
⬚ Personal & Social Capability