

VR LEARNING TASK

Where in the World: Europe and North America

Learning area

Humanities and Social Sciences -
Geography

Year level

Year 4

Duration

45 to 60 minutes

Task summary

Students will understand the importance of environments as they visit Europe and/or North America through virtual reality excursions, and identify their aesthetic, emotional, and/or spiritual connections with these places.

Session overview

Students can identify the importance of environments and communicate their aesthetic, emotional, and/or spiritual connections with places in Europe and North America after their virtual excursions using their student digital notebooks and through class discussions.

Digital technologies

- VR
- AR
- Robotics
- Drones
- Other: _____

Required resources

Hardware:

- Handheld Virtual Reality headsets (HHVR)
- Devices

Apps:

- **YouTube** - This needs to be whitelisted and downloaded on your devices.

Videos:

- [Europe VR 360 \(3:11\)](#)
- [Escape Now to Paris \(4:32\)](#)
- [Prague tourism | Virtual guided tour of Prague 360° VR Video | Charles Bridge | Europe travel 4K \(12:19\)](#)
- [Explore North America in 360° VR \(1:12\)](#)
- [Tech it easy! 3 - 360° Video - VR Tour in North America | Mexico | Chichén Itzá \(5:36\)](#)

- [360° Video, Manhattan, New York, USA, 4K aerial video](#) (4:29)

Teaching resources:

- [Teaching deck](#) – this is a slide deck template that teachers can download and use for this learning task.
- [Student digital notebook](#) – to be distributed either in printed format or digitally via email or school learning management system.

Other resources to try (optional)

Apps/Software:

- Google Earth (either on devices - or laptops - [web](#))

Miscellaneous:

- [VR/AR Safety Poster](#) (PDF)

Planning and Preparation

Assumptions

Students should:

- understand what 'environment' means and know the difference between natural and built environments, as well as their general importance to human life (for living, playing, learning, etc).
- have some knowledge about continents, particularly, the European and the North American continents.
- be familiar with how to use the Handheld Virtual Reality (HHVR) headsets and how to scan QR codes to load VR videos on devices. If this is the first time students will be using VR headsets in the classrooms, please allocate additional time to talk about [VR safety](#) and train them on how to scan QR codes and load the headsets with devices.
- know how to add text and images to digital notebooks. If not, students might need additional time to learn this skill before completing this learning task. Otherwise, teachers may opt to print paper copies of the digital notebooks.

Additional preparation for teachers

- Make sure that HHVR devices have the necessary apps installed. A YouTube video viewer is required for watching VR videos, so it's important that YouTube is allowed on the school network.
- Teachers should watch the VR videos and/or test the VR apps/games in advance to make sure that they are appropriate for their respective classes.
- Ideally, students would have one HHVR headset and one device each. But, if there's a limited number of HHVR headsets and devices, students may be put in small groups to share devices and take turns taking notes and viewing VR videos.
- Make sure all devices are fully charged and set-up appropriately before the lesson, with all apps installed and working.
- Make sure that all students have a copy of the student digital notebook either in printed format or digitally via email or school learning management system.

Task Sequence

1

Introductory activity / Provocation (10 - 15 mins)

Ask students about their experiences in travelling. Encourage students to talk about both local (within their hometown or interstate) and international travels. Ask questions such as:

- Where have they travelled recently?
- Did they enjoy their trip?
- What did they like or not like about it?
- Did they like how the place looked? Did they like how it made them feel? Or how it connected to their beliefs?

Using students' individual copies of the student digital notebook, ask students to add one place they visited and share a memorable experience.

Show slide 2 from the teaching deck to show students what they need to complete. Teachers can also provide sample responses. This can be completed either as a written activity or as a think-pair-share activity.

2

Prior knowledge check (5 - 10 mins)

Talk about the different environments students have encountered during those travels. Were they built or natural environments?

Teachers can use slide 3 from the teaching deck to review what 'environment' means.

Teachers might also ask students what they know about continents and the difference between countries and continents.

Ask students what makes an environment important or special to them? Remind students that there are many ways an environment can be important. An environment can help humans live, play, work, and learn. However, environments and places can also be important through the way we connect with them - either through aesthetics, emotional, and spiritual (*slide 4 in teaching deck*).

3

Activities (25 - 30 mins)

1. Tell the students that you're all about to go on an excursion to the continent of Europe and/or North America to see how the environments in those continents connect with them. Ask students if anyone has been to any of these continents before and acknowledge their responses. Check if they can name countries within those continents.
2. Using the teaching deck, teachers can show one VR video at a time to give students time to scan the QR codes, load the devices, and view the experiences from each location. Once they've viewed an experience, ask students to write down their responses in their digital notebooks. Depending on the available time, teachers might opt to show just a handful of VR videos from the suggested list. If the class doesn't have enough HHVR headsets and devices, students may be put into small groups of 2 or 3 to share a headset and take turns viewing and writing in their digital notebooks.
3. Students can write about their VR experiences after going on their virtual excursions, emphasising on what they like and dislike about the place they visited. They are also asked to note if the place they are writing about is a natural or built environment, and if they felt an aesthetic, emotional, or spiritual connection to the place.

4

Check for understanding
(5 - 10 minutes)

Class discussion/sharing: Ask students to share some of their experiences and/or responses from their student digital notebook to see if they were able to share their understanding of each place they visited virtually.

If using the task as part of an assessment, teachers may opt to mark the student digital notebook responses.

Differentiation for students with additional needs	Extension ideas	Video tips
<p>Some students may need to work in pairs to complete their digital notebooks.</p> <p>Some students may also opt to complete just one VR video response.</p>	<p>Ask students to visit the places they've written about in their digital notebooks using Google Earth (either on - or laptops - web).</p>	<p>The video for this learning task demonstrates how to use Google Earth to visit and search for places.</p>

Curriculum Connections

Australian Curriculum Version 9.0

Year 4 - HASS

The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (AC9HS4K05); particularly, this elaboration:

- explaining how people's connections with their environment can also be aesthetic, emotional and spiritual.

Present descriptions and explanations, using ideas from sources and relevant subject-specific terms (AC9HS4S07)

Cross-curriculum priorities

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

General capabilities

- Literacy
- Numeracy
- Digital Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding