

VR LEARNING TASK

# Worlds of Wonder with Alice

Learning area

English

Year level

Year 8

Duration

90 minutes

## Task summary

This task will allow students to experience the classic story of *'Alice's Adventures in Wonderland'* by Lewis Carroll in an immersive format, using virtual reality (VR) and generative artificial intelligence (genAI), in order to compare, analyse, and reflect on the experience.

### Session overview

Students will analyse and explain the ways literary texts can be communicated to offer new understandings of the text, and create their own interactive text with a focus on purpose and effect.

### Digital technologies

- VR
- AR
- Robotics
- Drones
- Other: \_\_\_\_\_

### Required resources

#### Hardware:

- Immersive Virtual Reality (IMVR) headsets
- Handheld Virtual Reality (HHVR) headsets
- Devices
- Laptops / tablets

#### Apps:

- **IMVR - [Curious Alice](#)**  
An interactive IMVR app that enables students to experience what it's like to be Alice visiting Wonderland through storytelling, activities, puzzles, and games. This currently costs AUD \$7.50 from Steam VR.
- **[CoSpaces EDU](#)** - This needs to be whitelisted and downloaded on your devices. Free and paid versions available.

# Learning task

## Video:

- [HTC Vive Arts I Alice: Curiouser and Curiouser](#) (1:06) - An introductory video to show what students can expect in the Curious Alice VR experience.

## Teaching resources:

- Teaching deck – download a copy for your own use.
- Student digital notebook – download a copy and distribute it to students via email or learning management system.

## Other resources to try (optional)

### Article:

- [Using Alice in Wonderland in the Year 8 Classroom](#) - A short article explaining the rationale behind using this text in the Year 8 classroom.
- [What are some effective ways to use metaphors in VR storytelling?](#) - A collaborative LinkedIn article showing how metaphors are best used in VR experiences.

### Text:

- [Alice's Adventures in Wonderland](#) - A PDF version of the original book.

### Movie:

- [Tim Burton's Alice in Wonderland](#) (20:10) - Students are encouraged to watch one of the movie adaptations of the novel. Tim Burton's version is one of the most recent ones that might suit Year 8 students best.

### Miscellaneous:

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

## Planning and preparation

### Assumptions

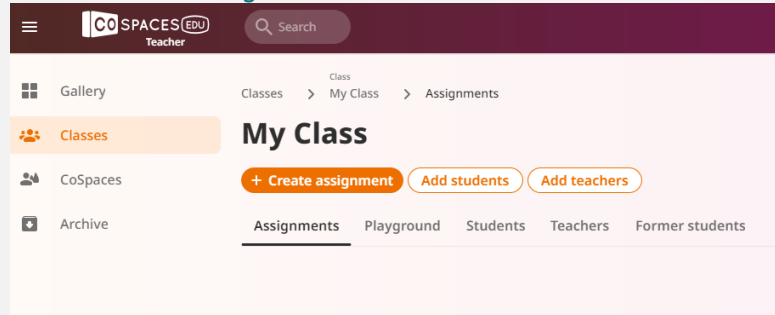
Students would have:

- Completed reading the novel, *'Alice's Adventures in Wonderland'* by Lewis Carroll.
- Watched a movie version of the story, as part of their comparative literature experience.
- Some prior knowledge of 'metaphors' and how to identify them within literature.
- Familiarity with the use of VR devices (HHVR and IMVR).
- Skills and knowledge in building VR experiences using CoSpaces (allocate an extra lesson, if students need an introduction to CoSpaces).

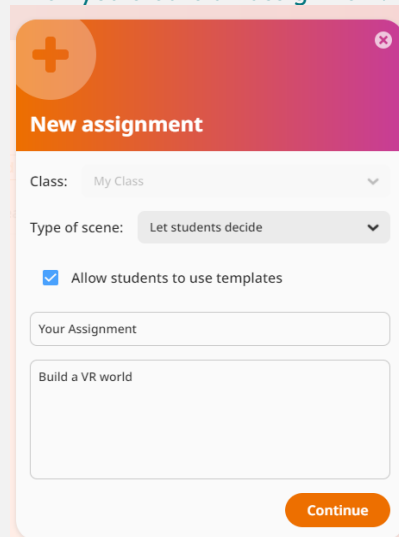
### Additional preparations for teachers

- Make sure all devices are fully charged and set-up appropriately before the lesson, with all apps installed and in a working condition.
- Watch the videos and/or test the VR apps in advance to make sure that they are appropriate for their respective classes and devices.
- Download and distribute copies of the student digital notebook to students via email or a learning management system (such as Google Classroom) ahead of the lesson.
- On CoSpaces, create an assignment for your class in your teacher account and assign it to your students. If you wish for students to collaborate on their VR build, you can assign groups.

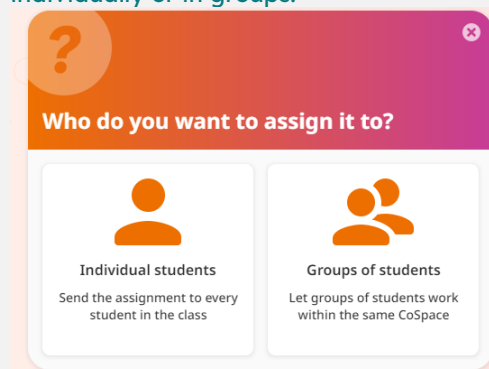
- To create an assignment, go to 'Classes' in your teacher account and click on 'Create assignment':



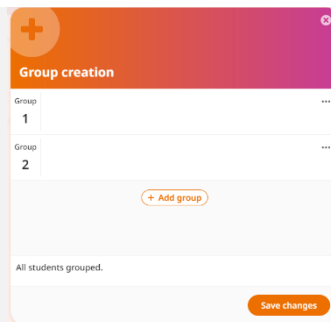
- You can choose the type of scene, add title, and write instructions when you create an assignment.



- Choose whether you want the assignment to be completed individually or in groups:



- If you choose groups, you can assign students in groups:



- You may opt to group students into four groups, depending on the number of students and VR headsets.

## Task Sequence

### 1

**Introductory activity  
/ Provocation**  
(5 - 10 mins)

Using slide 2 of the teaching deck, ask students what they thought of experiencing the story, 'Alice in Wonderland' in two ways - the book and the movie. Which version do they prefer? Ask students to vote: Who prefers the book version? Who prefers the movie version? Why do they prefer them?

Tell students that in this lesson, they will experience a third version of the story in VR. The VR experiences are not going to be retellings of the story, but a different way to get to know the world and the characters better.

In the VR experience, they will take turns going through the [Curious Alice](#) experience on the IMVR. In the other VR experience, they will need to create their own 'Alice in Wonderland' experience using CoSpaces.

They will be working in small groups around different learning stations.

### 2

**Pre-activity  
discussions**  
(5 - 10 mins)

Show slide 3 of the teaching deck and ask students what they know or remember about metaphors. Ask if they can give examples from 'Alice in Wonderland'. Share the examples from the deck.

Let students know that they will need to think about metaphors in their VR experiences and the tasks that they need to complete in their digital notebook.

### 3

Ask students to choose a scene from Alice in Wonderland.

- What scene do you remember from the story?
- What is it about?
- How did this scene make you feel?
- Can you think of any metaphors in this scene?

## Activities (45 - 60 mins)

- Can they relate this to something in their life - or another book or movie that they know about?

Tell students that they can respond to these questions individually in page 2 of their digital notebook.

Once they've chosen a scene from the story, let the students know that they can plan on how they can turn their chosen scenes into a VR experience using CoSpaces EDU. Ask students to plan and follow the instructions on page 3 of their digital notebook, which are as follows:

1. Complete your brainstorm on how you would like to build your Alice in Wonderland scene in VR.
2. Go to [cospaces.io](https://cospaces.io) on your laptop or tablet and log in.
3. Log in to the class and work on the Alice in Wonderland assignment.
4. Build your VR world and test them with peers.
5. Take a short video screen recording of your scene and add it to your digital notebook (maximum 1 minute) on page 4.
6. Write your reflection and add the QR code and link to your creation on page 5.

Before getting students to work on their digital notebooks and CoSpaces, tell them that while they're working, they will be called on in small groups to the IMVR station. They will be going through Curious Alice VR experience, which is an experience created initially for the V and A Museum in the UK with commissioned artwork by Kristjana S Williams. Show slide 8 of the teaching deck and watch the video [HTC Vive Arts I Alice: Curiouser and Curiouser](#) (1:06) to give students an idea of what to expect.

While the students are completing their digital notebook activities and building their VR worlds in CoSpaces EDU, invite groups of students to the IMVR stations to go through the Curious Alice VR experience.

Each group will be asked to work in pairs or small groups (2 to 3 students per IMVR headset/station). They will help each other out in going in and out of the Curious Alice experience, and make sure that they remain within their virtual safe space. Depending on the number of IMVR headsets you have access to, you can allocate approximately 3 to 5 minutes per student to go through Curious Alice. Make sure to let students know that they will only go through the experience within the allocated time. Usually, having an audible alarm helps students to stay on track. The full experience will take about 10 - 15 minutes.

Once all the students from the group have completed their turns, ask the next group to go on the IMVR. It usually helps to pre-assign students within the group rotations. You can use slide 10 from the teaching deck to pre-assign students in each rotation (12 to 15 minutes per rotation).

Ask students to complete page 6 of their digital notebooks to share their reflections and notes from the Curious Alice experience.

Encourage students to test their peers' VR experiences on CoSpaces.

## 4

**Check for understanding**  
(5 - 10 mins)

Teachers can walk around checking students' VR creations during the lesson. Check if students are working on specific scenes from the story and how they're recreating it in their VR build. Give feedback as needed.

Ask students to submit their digital notebooks.

Differentiation for students with additional needs	Extension ideas	Video tips
<p>Students with additional needs may opt to respond to the questions in their digital notebooks via video or audio only, instead of writing the text.</p> <p>Students can work collaboratively on their digital notebooks and CoSpace creations, instead of submitting individually.</p>	<p>Encourage students to add more complex elements to their VR builds, such as adding various scenes and including several interactive elements and media (photos, videos, audio).</p> <p>Hold an Alice in Wonderland tea party, where guests can enjoy tea and snacks while viewing students' VR creations.</p>	<p>Introducing and navigating through the Curious Alice VR experience.</p>

## Curriculum Connections

### Australian Curriculum Version 9.0

#### English - Examining literature

identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text (AC9E8LE04)

#### English - Creating literature

create and edit literary texts that experiment with language features and literary devices for particular purposes and effects (AC9E8LE06)

### 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