

At the end of the lesson I will be able to...

- 1) Understand historical content about Mount Fuji.
- 2) Identify where Mount Fuji is located on a map.
- 3) Comprehend and respond to questions based on what I am hearing and seeing.
- 4) Be respectful and responsible to the technology I am using.

What on Earth am I Looking at?

A virtual reality comprehension focused lesson plan.

Outcome: CR6.4→View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

Subject: Main focus is English Language Arts.

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Main Idea: Students will be able to view, listen and respond during a virtual reality experience about Mount Fuji.

Essential Question: How can I comprehend and respond to visual and verbal information?

I Can Statements:

- I can understand historical content about Mount Fuji
- I can comprehend and respond to questions based on what I am hearing and seeing.
- I can be respectful and responsible to the technology I am using.
- I can identify where Mount Fuji is located on a map.

Outcome: **CR6.4→View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).**

Indicators:

- (a) Display active viewing behaviours including preparing to view; considering what is known and needs to be known about a topic; showing interest in what is said; anticipating and predicting the speaker's message and meaning; identifying ideas expressed as true or false, real or imaginary; seeking additional information from other sources as needed.
- (b) View for a variety of purposes including to understand and gather information, to form an opinion, and to enjoy and appreciate.
- (c) View and comprehend a variety of visual and multimedia (including digital) texts with specialized features (e.g., the visual components of magazines, newspapers, websites, videos).

Interdisciplinary Outcomes:

Use art extension → Creating paintings of Mount Fuji from one's own interpretation of the mountain after the VR experience.

Arts Education:

- CP7.10** Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).
- CP7.11** Investigate and use various visual art forms, images, and art-making processes to express ideas about place.

Total Time: 45 minutes + work time on visual portion

Prior Knowledge:

- What is a mountain?
- Where is Japan?
- What is comprehension?
- How do I express that I understand what I am viewing?
- How to write full sentences.

Set (10 minutes)

1. *Because there are no blind/hard to see students in the learning environment this set does not leave anybody left out or at a disadvantage.
2. *Before the lesson, hang up different name places (no pictures) around the room (Mount Yamnuska, Banff, Mount Fuji Japan, Mount Everest, Nepal, Mount Kilimanjaro, Tanzanian) Present the map in the PowerPoint on the board so students can get a sense of where these four places are located in relation to where we are.
3. Change the slide on the board to the photo of Mount Fuji (photo only!!!). Have students stand up. Prompt students to decide where they think this mountain is located. Have students stand in the corner with the place they believe the mountain is located. Make sure students don't blurt out the answer if they know it.
4. Once students have decided on a place they think the mountain is, click the next slide to reveal the name of the mountain. Tell students that the ones who got the answer right are now the helpers for the lesson (i.e. Handing out the VR and handout).

Development (25 minutes)

1. We are travelling all the way to Japan!!! Ask students if they were to leave today on a plane which direction would they take to get there. East or west? Would we leave from Toronto or Vancouver? Discuss using the map in the PowerPoint.
2. *Prep for virtual reality headsets:
 - Have the headsets prepped and ready to go before the lesson starts. This includes having all phones inside the headsets, ensuring each phone is connected to the same network and the head tablet is connected.
3. Go over safety considerations with the students when using the VR headsets.

- Sitting down at all times
 - Two hands on the headset at all times, if you need to look around you can go on your butt and spin around.
 - The screens can cause motion sickness, if you need a break that is fine. Go get water, you'll be okay!
 - Please do not drop the headsets. They are very expensive so just please don't drop them.
 - If you have a question, put your headset down and then ask. Remember two hands on your headset at alllllll times.
4. Have students who are your helpers for the lesson help hand out the VR and the handout.
 5. Prompt students to leave the VR on their desk, and get their attention to the handout sheet. Explain to students that there will be 6 scenes we will be viewing and after each scene they will be answering a question about something they just learned. These are to be answered individually and are assessing student's ability to comprehend based on visual and auditory information. Tell students they will have 2-3 minutes to come up with an answer and write it in the bubble space on the sheet they were provided. Once they are done have them raise a thumb up by their chest. Once all thumbs are up ask a student who has the answer to share with the class. Write it up on the board.
 6. Tell students that once you turn on the expedition they will have 30 seconds to look around and oo and ahh and then the facilitator will begin talking. Once the alarm has gone off that is the student's que to bring their attention back to the narrator. During this time remind students they are listening and learning along everyone else.
 7. After reviewing the safety considerations and rules and all students have a VR headset, begin Google Expeditions, the experience is called Mount Fuji. There are 6 different scenes that will be viewed throughout.

8. Allow 30 seconds for students to be amazed and once they hear the timer go off, draw their attention to your voice. Begin reading the expedition off the main tablet. During reading allow students to explore and ask questions if they have any.
9. One the first scene is over, have students remove their headsets and begin answering the first question in the bubble titles “scene 1.” Refer back to step 5 for the process of answering the questions (Tell students they will have 2-3 minutes to come up with an answer and write it in the bubble space on the sheet they were provided. Once they are done have them raise a thumb up by their chest. Once all thumbs are up ask a student who has the answer to share with the class. Write it up on the board). Repeat this process of viewing and responding throughout the entire expedition until you reach the end of the experience.
10. Have the helpers collect the VR and put all headsets back into the case.

Closure (10 minutes)

1. Have students sit in a circle with their sheets. As a debrief, students will share their last answer on their handout “What would you bring on a hiking trip?”
2. Students will share one article they would bring and we will create a class hiking list.
3. Once everyone is done have students hand in their sheets to you. Give them a high five as a recognition of their hard work in this lesson!

Assessment

Summative: *Assessment of Learning* → The comprehension assessment is the handout they will be working on throughout the VR experience, if they were able to answer the questions based on what they were viewing and listening to. From this assignment the teacher can reflect on the student’s learning and reflect on where to go from there. Teacher can see evidence of achievement related to curricular outcomes and I can statements.

Adaptations

1. If there is a student who is blind or has a hard time seeing instead of putting a photo on the board during the set, have a list of 4-5 mountains and where these mountains are located. Students can then use an educated guess to line up the name of the mountain to their location.

Resources

1. Google Expeditions App https://edu.google.com/intl/en_ca/expeditions/

Scene 1: Shiraito Falls

What makes the falls “descend through a blaze of colour” in autumn?

Scene 2: Fujisan Hongu Sengentaisha

When would you visit Fujisan Hongu Sengentaisha if you wanted to see the cherry trees in bloom?

Scene 3: Fujisan Hongu Sengentaisha

Look closely at the lava tree caves, what do you see on the sides? What size of tree do you think the trees were before they were burned away? How are tree molds created?

Scene 4: Kitaguchi Hongu Fuji Sengenjinjya

In 1-2 sentences in your own words, describe the main temple building (i.e. is it big? Is it one colour?)

Scene 5: The Fifth Station

Would you want to climb Mount Fuji in mid-August? Why or why not?

Scene 6: Mount Fuji Summit

What type of plants grow at the summit of Mount Fuji? What do you think you should bring on this hike?

Mount Yamnuska, Banff

Mount Fuji, Japan

Mount Everest, Nepal

Mount Kilimanjaro, Tanzanian