VR COSTUME COLLAB

Year level band: 8-9

Description: This is a highly engaging activity where students collaborate to make a VR superhero costume.

Resources:

- Open space
- Masking tape
- 2 or more VR Headsets
- Tilt Brush software
- Wi-Fi network
- Google Chromecast (not necessary but easier for sharing and reflection)
- Display screen/projector (not necessary but easier for sharing and reflection)
- Lesson plan on creating a costume with Tilt Brush. https://docs.google.com/document/d/10Ipp2Lvbx0-zbPgzbBlWY03pbp_ar_v6KUmJLJuh7p0/edit

Prior Student Learning: Students need ICT navigation skills to navigate through menus and select virtual tools. It is advised for students to be familiar with casting to a display screen.

| Australian Curriculum Summary	
During this activity students engage with and widen their knowledge of information systems and they broaden their technology experience. Students collaborate, communicate, and develop an understanding of different social contexts: real and imagined. Students work safely using a Virtual Reality system.	
Year	**Content Descriptors**
7-8	**Digital Technologies** Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)
9-10	**Capabilities**

8	Plan and manage projects using an iterative and collaborative approach, identifying risks, and considering safety and sustainability (ACTDIP044)
	ICT-by the end of year 8 students can use appropriate ICT to collaboratively generate ideas and develop plans ***Critical and Creative Thinking**-* generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting

Element	Summary of Tasks
	Before the lesson, charge all hardware and install Tilt Brush on to VR headsets. Connect headsets and Chromecast to the Wi-Fi network. Set up the space as shown in the diagram below using masking tape and re-arrange furniture.

| **Learning Hooks** |

Taped Work Zones   Tables

Display Screen/Projector
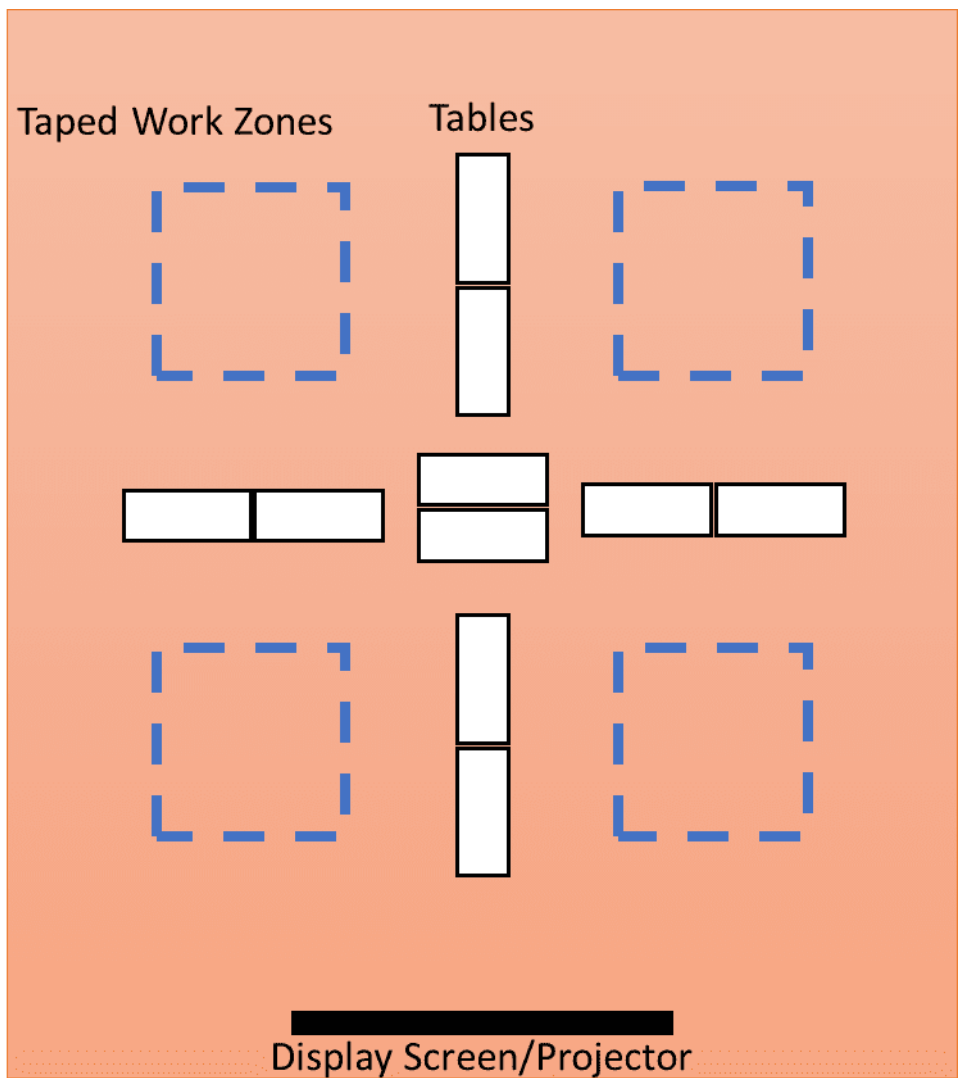
Show examples of superhero costumes

 |

	watch video examples example: https://www.youtube.com/watch?v=-CIaVHpbMRQ&ab_chann el=EdDaWiz The aim is that each group creates a costume for the next big superhero block buster movie.
Learning Map (Sequence)	In this lesson, students: ● Navigate a Virtual Reality space. ● Collaborate to produce a VR object ● Share this object with others. ● Reflect upon their VR experience and speculate on other uses of this technology.
Learning Construction	The class divides into design groups each with a VR headset. In this example there are four groups with a VR headset each. Students take it in turns to add to a collaborative costume design. *Safety protocol: Clean the headset and handles before using them. Only one student is allowed in the workspace while using the headset. While using the headset remain in the work zone.* The first student enters the taped work zone, dons the headset and identifies the limits of the workspace.

	The student then navigates to Tilt Brush and chooses the mannequin environment to begin their group's design.
	Collaboration protocol: Students, other than the editor, do not delete any work created by a previous student. Students continue to cycle through until all in the group have had a turn.
	After a suitable time, the first student removes the headset and passes it to the next student. This next student will identify the limits of the workspace and continue to improve upon to the current design.
	The final student in the group can improve upon the design and has an additional editor role. The editor can add any finishing touches to the design and has the responsibility of deleting parts of the design to make it suitable for sharing.
Learning Sharing	After the construction of the costumes the groups come back to a whole class. Groups take in turns to reveal their costumes via casting to the display screen/projector. Each group member can add comments about how they contributed to the costume.
Learning Reflection	Students reflect on their experiences in working collaboratively in a VR space. They can speculate of what other uses VR may have and how they may use it in the future.
Learning Extension/ Future Lessons	Use the speculations of the students to develop or codevelop with students new learning experiences. Consider a class theme: students may create historical costumes, landmarks, space craft and/or other vehicles, or wherever your theme may lead you.

Assessment:

In this activity, the teacher observes the way that students work collaboratively and safely using VR headsets.

	Quantity of knowledge			Quality of understanding	
Criteria	**Pre-structural**	**Uni-structural**	**Multi-structural**	**Relational**	**Extended abstract**
Working Collaboratively	Not following any	Following some	Student, other than	Follows and encourages	Follows and encourages

	collaboration protocols	collaboration protocols	the editor, does not delete any work created by a previous student. Student takes their turn to use the headset.	others to follow collaboration protocols.	others to follow collaboration protocols. Develops other protocols to use the headsets more collaboratively.
Working safely	Not following any safety protocols	Following some safely protocols.	Cleans the headset and handles before use. Remaining out work zone when not using the headset. Remaining in the work zone while using the headset.	Follows and encourages others to follow protocols.	Follows and encourages others to follow protocols. Develops other protocol to use the headsets safely.

Teacher/Student Instructions:

Lesson plan on creating a costume with Tilt Brush.
https://docs.google.com/document/d/10Ipp2Lvbx0-zbPgzbBlWY03pbp_ar_v6KUmJLJuh7p0/edit

For information on how to set-up the VR headsets, we recommend viewing this web resource:

Video and handout pending.

CSER Professional Learning:

This lesson plan corresponds to professional learning in the CSER Digital Technologies MOOCs

See: http://csermoocs.adelaide.edu.au/moocs

Further Resources:

AI, AR, VR Classroom Usage Guide: https://bit.ly/Classroom-Guide-1

AI and Emerging Technologies Quick Guide: https://bit.ly/Quick-Guide-1

CSER: https://csermoocs.adelaide.edu.au