**O3.2\_Framework of the lesson plan**

**Age group/class: 15 years old and above**

**Lesson title: LASER**. Particle movement.

**School Discipline: Physics**

**Key concepts:** LASER. Speed of light. LASER Applications. LASER Safety.

**Aims:**

* How to understand concepts such as speed, speed of light, lasers, laser compoments etc.
* How lasers are used in several industries.
* How to safely use lasers.

**Skills developed**: observation, description, analysis

**Materials/Equipment needed**:

* VR headset
* VR video/link <https://eloquent-ramanujan-887aa5.netlify.app/laser-1.html>

**Lesson plan:**

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| --- | --- | --- |
| **Stages** | **Description of activity** | **Time** |
| **Preparation before the lesson** | This lesson focuses on lasers.  If this is a first VR experience for students – go through the safety rules: -  Learners are to sit down whilst using the VR glasses and not hold anything in their hands, unless the experience is of such a nature that it requires you standing, in which case, ensure enough space is allowed around all students.  -  Learners will be told to expect a feeling of vertigo. If it gets worse, students must remove VR glasses.  -  Learners need to know how to adjust the viewing focus before using the headsets.  -  Learners must not use the headset when they are: tired, need sleep, under emotional stress or anxiety, when suffering from cold, flu, headaches, migraines as this can worsen their susceptibility to adverse reactions.  -  Learners should be given the choice to opt out of using VR. |  |
| **Introduction** | Share Learning Intentions with students.  Ask learners to think and write any questions they have regarding the learning objectives, as for example: *What is speed? How fast does light travel? What is a laser? What does a laser do? What components are in a laser? What are the applications for lasers? What should we pay attention to when working with lasers?* | 5 min. |
| **Initial Immersive Experience** | Learners put on the VR headsets and explore the video at their own pace.  Turn the headsets off and bring students back into the classroom. | 3 min. |
| **Guided Immersive Experience** | Learners begin to explore the VR material on lasers.  Students put on the VR headsets and start the immersive experience focusing on finding more information on how lasers work.    Allow time for this guided exploration or on and off for as long as it is needed for learners to familiarise with the tools. | 5 min. |
| **Follow up** | When the VR moment is over, learners gather in groups of 2 or 3and share their ideas.  Learners compare notes and discuss to complete their knowledge and understanding. The teacher facilitates the discussion and ensures there are no misunderstandings.  Learners use their research stations (laptops/tablets/phones) to add to the knowledge gained through the VR experience by completing their notes.  The task is:   * analyze how light travels through our universe * analyze how lasers work * analyze how lasers are used in industries * analyze safety when working with lasers | 5 min.  10 min. |
| **Formative Assessment** | Teacher shows materials that explain how lasers work, the parts involved, laser safety and several laser applications. | 5 min. |