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

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

**Lesson title: Altitudinal distribution of flora**

**School Discipline: Biology/Geography**

**Key concepts:** flora, plant cell, plant evolution, plant distribuition, altitude, latitude

**Aims:**

* How to understand concepts such as plant cell, altitude, latitude etc.
* How to understand the effects of altitude and latitude on precipitation and plant distribution
* How to understand plant evolution in connection with time and geography

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

**Materials/Equipment needed**:

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

**Lesson plan:**

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| **Stages** | **Description of activity** | **Time** |
| **Preparation before the lesson** | This lesson focuses on flora distribution.  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 a plant cell? What is flora? How is flora distributed across the globe? How does latitude affect flora distribution? How does altitude affect flora distribution? Why do we have the flora we know around us and not something else?* | 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 altitude distribution of flora.  Students put on the VR headsets and start the immersive experience focusing on finding more information on how plants are distributed across the globe based on latitude and altitude.    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 plants evolved * analyze how plants are distributed across the globe based on latitude and altitude * analyze why the plants in our region are not the same as the plants in other regions | 5 min.  10 min. |
| **Formative Assessment** | Teacher shows materials that explain the flora of different regions and note the altitude and latitude of each region. | 5 min. |