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

**Age group/class: 12+**

**Lesson title: Zoology – The Anatomy Museum**

**School Discipline: Biology**

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

**Aims:**

* How to understand concepts such as the three of life etc.
* How to understand the similarities and differences between domestic animals
* How to understand animal evolution

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

**Materials/Equipment needed**:

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

**Lesson plan:**

|  |  |  |
| --- | --- | --- |
| **Stages** | **Description of activity** | **Time** |
| **Preparation before the lesson** | This lesson focuses on zoology.  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 animals have you seen in the flesh? If you would clasify animals, how would you do it? What is the tree of life? What are domestic animals? Where do they originate? What domestic animals do you know? How do they look? Why are they useful?* | 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 zoology.  Students put on the VR headsets and start the immersive experience focusing on finding more information on how animals are classified and how domestic animals such as dogs, cats, pigs, horses, cows etc are structured on the inside.    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 animals are classified * analyze how domestic animals differ from wild animals * analyze why domestic animals are useful and how that impacted their evolution | 5 min.  10 min. |
| **Formative Assessment** | Teacher shows materials that explain how the internal structure and organs of domestic animals look and why they evolved to that shape. | 5 min. |