| VR LEARNING TASK  Exploring Sport and Culture in VR | Learning area |
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| Health and Physical Education |
| Year level |
| Year 5/6 |
| Duration |
| Session 1: 60 minutes  Session 2: 60 minutes |

| Task summary  This task enables students to explore different movement concepts in sport, games, and dance in Australia and some Asian countries. |
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| Session overview | Students can identify and participate in at least one popular sport in Australia, as well as one traditional Asian game and dance. |
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| Digital technologies | * VR * AR * Robotics * Drones * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Required resources | For detailed information on how to access the apps mentioned in this learning task, please visit the edSpark apps page <insert link>.  **Hardware:**   * Handheld Virtual Reality (HHVR) headsets * Mobile devices * Lumination Learning Lab or Immersive Virtual Reality (IMVR) kits * Smartboard or interactive whiteboard   **VR videos:**   * [Tra Vinh 360 | Traditional dance of the Khmer in Vietnam | VIDEO 8K 360 | Tourzy Media](https://www.youtube.com/watch?v=ux7fwLVBDC4) (3.52) A VR video showcasing a traditional dance from Vietnam. * [VR Experience: Lion Dance at the Ruins of St. Paul's](https://www.youtube.com/watch?v=Pm0mhkdv_lQ) (2.22)  A traditional lion dance filmed in 360’ in front of one of Macao's most famous landmarks, the Ruins of St. Paul's. * [Myanmar Dance in 360 - Houston Monastery Thingyan Festival](https://www.youtube.com/watch?v=Z8uMMn-l5Gg)(3.06)  A VR video showcase of a traditional dance from Myanmar, which was filmed during a local festival. * [360 SUP Tours Philippines: Rache Tinikling @SUPPhilippines](https://www.youtube.com/watch?v=cAP79I1B0fE)  A VR video showing Tinikling, a traditional dance from the Philippines. * [Filipino Traditional Games Animation](https://www.youtube.com/watch?v=9leMdhFECY4) (4.43)  A 360’ 3D animation video to promote Filipino traditional games using social learning theory with game mechanics. * [Kecak Dance: Bali's Cultural Wonder](https://www.youtube.com/watch?v=EtdvPoX5JSs) (2.00)  A 360’ video showing a cultural dance from Bali.   **Apps:**   * [**All-in-One Sports VR**](https://store.steampowered.com/app/1514840/AllInOne_Sports_VR/) - This IMVR app enables students to explore different sports. There are 13 different sports featured in this app: archery, billiard, baseball, basketball, badminton, bowling, boxing, dart, golf, ping pong (table tennis), tennis, volleyball, and squash.   **Teaching Resources**:   * <placeholder link for 18 - Teaching Deck> - This is a slide deck template that teachers can download and use for this learning task. * <placeholder link for 18 - Student Digital Notebook> - This digital notebook allows students to record their learning for this task. * <placeholder link for 18 - All-in-One Sports VR Records> - a spreadsheet where students can fill-in their All-inOne Sports VR scores and the class can later analyse the data. To be printed or sent to students via email or a learning management system. |
| Other resources to try (optional) | **Video:**   * [Dance For Kids! | Chinese Folk](https://www.youtube.com/watch?v=9iWFesh0-Xw) (1:57)  A short follow-along dance video for kids that focuses on Chinese folk dancing.   **Guide**:   * [‘How to Play Patintero in the Philippines](https://kami.com.ph/112251-how-to-play-patintero-in-philippines.html)’ - Some instructions on how to play this game. |
| Planning and preparation | **Assumptions**  Students would have had:   * an understanding of some popular sports in Australia * some experience in how to use a table to record basic data * previous experience in scanning QR codes to access VR videos.   **Additional preparations for teachers**   * Make sure that HHVR and IMVR devices have the necessary apps and videos installed and are in a working order. * Watch the videos and/or test the VR apps in advance to make sure that they are appropriate for your classes and function on devices. * Make sure all devices are fully charged and set-up appropriately before the lesson, with all apps installed and working. * Download and distribute copies of the <placeholder link for 18 - Student Digital Notebook> to students via email or a learning management system. * Group students into 4 groups, depending on the number of students and VR Headsets. * Teachers should prepare the following learning stations:   + **IMVR Station** Students experience the All-in-One Sports app and record their scores on the template <placeholder link for 18 - All-in-One Sports VR Records>. Depending on the allocated time, teachers may opt to allow students to go on any of the featured sports (AFL, Basketball, Cricket, Football and Rugby). If time is limited, focus on one chosen sport.   + **HHVR Station**   Teachers may opt to have 1 or 2 HHVR Stations depending on the availability of headsets and devices, as well as number of students. Students use the HHVR headsets to view the suggested VR videos by scanning the QR codes found on page 4 of the <placeholder link for 18 - Student Digital Notebook>.   * + **Traditional Game Station**   Students choose one of the traditional games mentioned in the [Filipino Traditional Games Animation](https://www.youtube.com/watch?v=9leMdhFECY4) (4.43) to play.     * + **Traditional Dance Station**   Set-up a station with a screen and display the video, [Dance For Kids: Chinese Folk](https://www.youtube.com/watch?v=9iWFesh0-Xw) (1.57). If time permits, students could film their dance using available devices or a single teacher device. |

# Task sequence

| 1 Introductory activity / Provocation (5 mins) | | Display the photos on slide 2 of the <placeholder link for 18 - Teaching Deck> and ask students to discuss with a partner which image they identify with the most and why.  Explain to the class that during the next two lessons, they will be exploring different movements in various sports and games that they may or may not be familiar with. The students will be asked to compare it to different movements from traditional dance and games in Asia. |
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| 2 Prior knowledge check (5 mins) | | Ask students to complete the KWL chart on page 2 of the <placeholder link for 18 - Student Digital Notebook>, focusing on Australian sports and dance in Asia. Students will finish the last column of the chart at the conclusion of the two lessons.   * K: What I **Know** * W: What I **Want** To Know |
| 3 Activities  (20 mins per rotation) | | Explain to students that the class will be divided into four groups and will rotate around four different stations. It is recommended to conduct two 60-minute lessons to allow adequate time for students to engage in all four stations.  Talk through the different stations using slide 5 of the teaching deck.  Direct each group of students to their designated stations using slide 6 of the teaching deck. It is recommended to use an audible alarm and a visual schedule so students understand when they will need to move to the next station. The suggested rotation schedule is below:   |  | **IMVR** | **HHVR** | **Game** | **Dance** | | --- | --- | --- | --- | --- | | Round 1  (20 minutes) | Group 1 | Group 2 | Group 3 | Group 4 | | Round 2  (20 minutes) | Group 4 | Group 1 | Group 2 | Group 3 | | Round 3  (20 minutes) | Group 3 | Group 4 | Group 1 | Group 2 | | Round 4  (20 minutes) | Group 2 | Group 3 | Group 4 | Group 1 |   Station 1 (slide 7)  **IMVR Station**  Students on this station will engage with the All-in-One Sports app in pairs, with one student using IMVR and the other student helping their partner. Students can go on the Mini Game assigned by the teacher (AFL, Basketball, Cricket, Football or Rugby). Once completed, their partner can record the scores on the <placeholder link for 18 - All-in-One Sports VR Records> template. Students can also find a copy of the records table on page 3 of the student notebook.  Station 2 (slide 8)  **HHVR Station/s**  Assign a device and a HHVR headset to each student. Students can scan the QR codes on page 4 of their student notebook to access the VR videos. After viewing the videos, students need to answer the questions on page 5.  Station 3 (slide 9)  **Traditional Game Station**  Set-up the game [‘Patintero’](https://steemit.com/sports/@wagun001/philippine-traditional-game-patintero), with a line or use existing lines in the room. Then, ask students to choose who is ‘it’ (going on the lines for others to pass through). Depending on the space available, this station may need to be set up in an outdoor area within sight of the classroom. See this resource: [‘How to Play Patintero in the Philippines](https://kami.com.ph/112251-how-to-play-patintero-in-philippines.html)’ as a guide.  Station 4 (slide 10) **Traditional Dance Station**  Set up the [Dance For Kids: Chinese Folk](https://www.youtube.com/watch?v=9iWFesh0-Xw) (1.57) video on a screen for students to follow. Once students have followed the dance, they can respond to the prompts on page 7 of the student notebook:   * Can you describe the types of movement from the Chinese Folk dance? * Did you enjoy this dance? Why or why not? * What do you think is the purpose of this dance?   At the end of the lesson/s, bring students together to ask which activity they enjoyed the best and why. If there’s time, students may show each other the traditional dances that they learnt and practised. |
| 4 Check for understanding  (10 mins) | | Instruct students to complete the last column of their KWL chart on page 2 of their student notebook.   * What I Have **Learnt**   They also need to answer the question:   * What do sports we play in Australia and Asian dance / games have in common? |

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| Differentiation for students with additional needs | Extension ideas | Video tips |
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| Students can sit on a chair to complete the IMVR station activity if desired.  Students can use the talk-to-text function to complete the activities in the digital notebook. | Students complete a Venn Diagram to show the similarities and differences between sport in Australia and dance in Asian countries.  Students can choreograph their own dance inspired by the movements from this lesson.  Collate the data students recorded from All-in-One Sports VR and create a graph. | The video for this learning task gives tips on how to run learning stations with HHVR and IMVR effectively. |

# Curriculum connections

| Australian Curriculum Version 9.0 | **Year 5/6 - Health and Physical Education**  Adapt and modify movement skills across a variety of situations (AC9HP6M01)  Transfer familiar movement strategies to different movement situations (AC9HP6M02)  Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes (AC9HP6M03) |
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| Cross-curriculum priorities | * Aboriginal and Torres Strait Islander Histories and Cultures * Asia and Australia's Engagement with Asia * Sustainability |
| General capabilities | * Literacy * Numeracy * Digital literacy * Critical and creative thinking * Personal and social capability * Ethical understanding * Intercultural understanding |