



Explore two of the worlds wonder in VR – *VEGA Teaching Scenario*

Topic: Geography and history: Students explore two of the wonders of the world, gather information about places, explore, photograph and explore.

Subject(s): Machu Picchu in Peru & Antarctica

Age / Grade: 13+ / grade 8+

Introduction to the scenario

Students visit either Antarctica or Machu Picchu. These two places are known places in the world. Students travel as a National Geographic explorer and photographer. After visiting one of these places in VR, they need to gather information about the place they visited and make assignments about them and turn into teachers on Google Classroom. Students take turns using the computer and VR glasses to gather information. This project is easy to adapt to all students with simpler and / or more difficult assignments



Short description of the VR game in this scenario:

In the app you are a National Geographic explorer, you are discovering two of the most famous places in the world.

Antarctica: Students go on an exciting discovery expedition where they travel on a kayak around icebergs and wildlife. They climb huge ice caves with ice axes and have to survive a blizzard as they search for a lost colony of emperor penguins.



Machu Picchu: Students visit a digital remake of an ancient Inca city. They get to see their homeland and way of life. They also get to know the Inca rituals, see mummies, alpacas and more. Students recreate pictures taken by Hiram Bingham when he discovered Inca city.

Being a photographer for National Geographic magazine, makes students able to discover the world without leaving the classroom.

[Here you find the game](#)

Learning outcomes:

A student is able to

- Learn about and experience the wonders of two places in the world
- Learn about Antarctica, wildlife, the cold and the beauty of the environment
- Learn about the city of Machu Picchu, its environment and wildlife
- Experience things they have never experienced before
- Use modern technology in their studies

A selection of learning outcomes from the Icelandic Curriculum

- Students strengthen their ability to understand and perceive environment in various ways
- Students have the opportunity to expand and deepen their world of experience
- Students train their ability to use a variety of media and aids responsibly in seeking information and support in their learning
- Students can make full use of the possibilities of various technical equipment in an efficient and purposeful way
- Students demonstrate knowledge and critique views of periods, events, characters, cultural connections and developmental processes at various times, which are referred to in public discourse.
- Students reflect on various aspects that history has shaped, such as the environment, social organization and social movements.
- Researched, presented in an orderly manner and argued mathematically, using objective data, registration and technology information.
- Solve problems that arise from everyday life and the environment, with mental arithmetic, computer programs and written calculations.

Formative assessment

Number of students: Duration (estimated time/number of lessons):

- 16 students.
- 4 lessons 60 min each

Prerequisites (necessary materials and online resources):

- VR glasses with National Geographic
- Good internet.
- computers
- Ipad with Book creator app

Before the program begins (preparatory work for teacher):

- Have played National Geographic
- Have enough space for those who are playing in VR glasses
- Check if the National Geographic game is in all VR glasses
- Create a project description in Google Classroom and share with students
- Learn about Antarctica and Machu Picchu

The main part of the scenario (number of lessons):

Part one (four lessons 4x60min)

lessons 1 - 4

- The project explained to the students
- Students experience the wonders of the world through VR in National Geographic
- Students choose either to obtain information about Antarctica or Machu Picchu. Students choose 4 tasks of 6 to work on
 - **Antarctica**
 - Make a slideshow about Antarctica, temperature, weather & wildlife
 - Make an estimate of what it costs to go on a trip like this.
 - Make a book in Book Creator about emperor penguins and their way of life
 - Make a Canva brochure of all the equipment needed for a night in a tent in Antarctica and information on what to watch out for
 - Keep a diary of your travel experience. Use the photos you took during the trip to refresh your memories
 - Make one article for National Geographic with text and images that will appear in the next issue
 - **Machu Picchu**
 - Make a slideshow about Machu Picchu, answer questions like where is it, what is the place famous for? Why is Machu Picchu in danger? What can be found there?
 - Make a book in Book Creator about llamas

- You are going to walk to Machu Picchu, make a booklet in Canva about the trip, what you need with you, how long the trip takes and how you need to prepare.
- Make an estimate of what it costs to go on a trip like this.
- On your trip to Machu Picchu, you are a National Geographic photographer. On the way you hear about Inca lifestyles, learn more about their lifestyles and share their experiences.
- Make article for National Geographic about Hiram Bingham with text and pictures that will appear in the next issue

Debrief with students after each lesson

- How is the project going?
- Does everyone understand the project and what is it meant for?
- Do you have enough time to do it?
- Does everyone know where to find information for the project?

What have students learn - Evaluate

- [Google forms Evaluate](#)

Teacher evaluate - each student

Name: _____

	Outstanding	Very Good	Good	Need practice	Significantly deficient
Responsibility and interest	Takes full responsibility of the subject and shows a lot of interest.	Takes responsibility for the subject and shows interest.	Takes some responsibility for the subject and shows interest.	Takes a little responsibility for the subject and shows a bit of interest.	Takes no responsibility for the subject and shows no interest.
Work rate	Activity in class exemplary	Activity in class was good.	Activity in class was quite good	Activity in class was not good enough.	No activity in class
Behavior	The student was always polite and considerate. Exemplary behavior.	Student was polite and considerate. Good behavior	Student was quite polite and considerate. Behavior was quite good.	Was quite rude and did not show other students considerate. Behavior was not good enough	Was rude and did not show other students considerate. Behavior was bad.
Knowledge and understanding	Very good knowledge and understanding of the subject.	Good knowledge and understanding of the project	Quite good knowledge and understanding of the project	Little knowledge and understanding of the project	Very little knowledge and understanding of the project
Documentation	Has searched for a variety of sources. Sources are reliable.	Has searched for good sources and relevant information.	Has searched for several sources and little information.	Has looking for little information and is having a hard time finding sources and processing them.	Has made little effort to search for sources and it's very difficult to obtain and process sources.
Organization and finishing	The content is well organized and the finishing is very good.	The content is organized and finishing is good	The content is organized and finished quite well.	The content is not well organized and the finishing is not good.	Layout and finishing are bad.
Self - assessment	Very good work put into self - assessment	Good work put into self - assessment	Quite good work put into self - assessment	Small work put into self - assessment	None work put into self - assessment

[Teacher evaluate](#)