



Virtual Reality Bank: An Immersive Informational Student Video Production

Grades PreK-2

Teacher: Adrian Gumpert

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Overview & Purpose

Provide the lesson title and a short (3-4 line) purpose statement expressing your vision for this lesson.

Overview

Students will engage in a hands-on project based learning to learn about Financial Literacy and create a VR digital video that will be shared with peers, family and the community through social media. The lesson will combine 21st-Century Literacy skills, to plan, produce and publish on social media a short fully immersive informational video about a self-selected topic relating to financial literacy.

Purpose

The purpose is multifaceted:

- The planning and production stage of the short film will enable students to identify a financial literacy topic of interest based on the National Standards in K-12 Personal Finance Education.
- The students will research this topic and develop a script a 3 to 4 scene interactive presentation. Using the room as a film studio, students will stage these multiple interconnected presentations that will be recorded using a 360degree VR camera.
- These VR films can be uploaded to YouTube, Schoology, or any district approved social media platform. These immersive presentation can be viewed at home using a smartphone and a simple Google Cardboard viewer.

The above structure can be used across the K-12 spectrum by students as a way to learn and present information about Financial Literacy to peers, family members, and the wider community.

Overview of Lesson

- This particular lesson targets K-1 students.
- The standards addressed relate to Spending and Saving. In this lesson, through the production of a VR informational video, students will apply strategies to monitor income and expenses, plan for spending and save for future goals.
- One of the scenes will be of a bank in which students talk about the importance of banks to help saving funds to support a future goal or endeavor. Students will enact scenes that show them describing a project or business they would like to create, another scene that shows the budget for the project or business, and a scene that describes the value of the project for the community, and the financial practices, saving money, and the financial institution, banks, that can help them bring their project or business to fruition. The next scene will be of a mock up bank where students talk about how a bank works, and how savings and withdrawal work.
- While traditional methods of student film production would require students to pan the camera as they move from each scene in their presentation, the use of the VR camera will enable them to set up each presentation around the room and

let the viewer ""move" through the VR space as the scenes change. Students will gain insight into this key standard of Spending and Saving, create a film that will be able to also teach their peers and families at home about the concept, and gain hands on experience with the film production process and the use of cutting edge VR technology, all in a single lesson.

Objectives

List your 3-5 objectives. Specify the new skills that the students will gain as a result of the lesson. What will students have learned or experienced by the end of the lesson?

- Identify a project or business to create a budget to finance this endeavor
- Identify a plan to save for and to use a bank to help save,
- Develop, script, film, and publishing a VR film demonstrating this process of planning, budgeting and visiting a bank to finance the project

These objectives will result in students simultaneously learning, applying, and presenting to both local and global audiences a broad set of financial literacy skills and 21st Century Media Literacy skills.

Financial Literacy Skills

(Based on the National Standards in K – 12 Personal Finance Education (from JumpStart Coalition, 2017)

- Spending and Saving, Standard 1, Benchmark B: Develop a plan for spending and saving
 - The kindergarten students in this project will learn how to plan for the business or project they want to create. This could would include a written description, a 2-dimensional drawing and a 3-dimensional model using the building materials available in the classroom (Legos, blocks, clay, etc.)
- Spending and Saving, Standard 1, Benchmark E,F: Develop a plan for spending and saving
 - The kindergarten students in this project will learn about the function of a bank in terms of savings and planning for future goals that require funding.

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- Financial Decision Making, Standard 1. Recognize the responsibilities associated with personal financial decisions
 - The kindergarten students in this project will create a budget for their business or project and will learn the skill of creating a detailed budget of expenses. They will learn the skill of financial responsibility and decision making as they work with peers to collaborative negotiate the particular items needed for their project, the individual costs of those items, and the net cost of the project.

Materials Needed

What items do you need to complete this lesson? Please include items you requested in your project as well as anything else you used to bring this lesson to life.

Items Funded through This Project:

- Insta 360 VR Camera
- VR Headsets
- Screens for VR headsets
- Wired USB Microphone

Additional Materials:

- Play money
- Individual wireless microphones
- Variety of costumes to improve production value and engagement

Verification

What 3+ steps did you go through to make sure that your students understood the concepts you taught in your lesson?

- Continuous formative and summative assessment is essential to determining the efficacy of this project.
- The digitally produced VR artifact will be the central evidence of analysis to assess student understanding of the financial literacy concepts.

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- The VR production will consist of multiple scenes, which will provide a robust verbal and non-verbal evidence of student understanding.

Step 1: Collect informal notes of student understanding and misunderstanding during the planning and production phase

- Use a 5-point rubric to assess understanding based on these notes

Step 2: Using a 5-point rubric, analyse the produced VR artifact

Step 3: Using the analysis, conference with individual students to discuss areas identified in steps 1 and 2 as areas of need, misunderstanding, growth and strength "

Activity

What activity did you take students through to reinforce the concepts you taught during your lesson?

- The follow up lesson will be a whole group viewing and critique of one another's work. The critique process is essential to reinforce the concepts covered during the lesson as it will enable students to learn about the financial literacy concepts (described earlier) targeted in this project from the perspectives of their peers.
- This critique process will consist of first identifying the strengths of the production, then asking questions about the concepts addressed in the production, and finally offering suggestions to improve the production itself.
- This collaborative, dialogue rich process will enable students to review the financial literacy concepts by both being reflective about their own presentations and being constructively critical with their peers.

Special Note from the Teacher:

I am currently completing my Doctorate Degree in Education from UCLA with a dissertation focus on the use of cutting edge technology to engage students in project-based learning and providing access to these tools and resources to underserved communities.

This lesson design will enable teachers in similar underserved communities to re-imagine the ways we engage students with limited access to both financial literacy and digital literacy and enable them to bridge the financial and digital divide through innovative, student-driven project-based learning.

