



LESSON SCENARIO 12: RIGHT TRIANGLE THEOREM

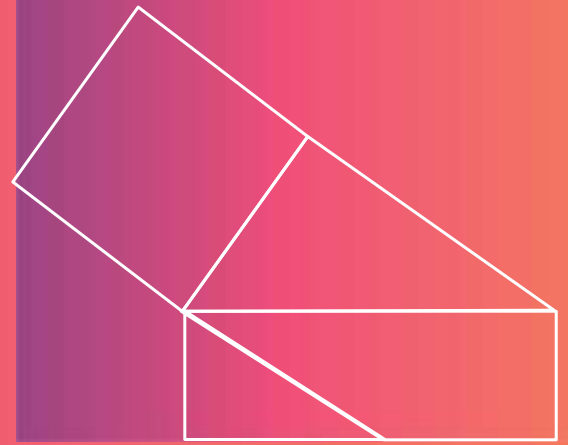
Topic: Geometry

Level: Age 15 -16

Foreknowledge: Parts of a right-angled triangle (legs, altitude, projections, etc.), Pythagorean Theorem, Proportions

Correlation: none

Time: 60 minutes



LEARNING OUTCOMES

- Apply the two Euclid's theorems

TEACHING METHODS

- VR technology
- individual work and pair work

KEY WORDS

- Right angle
- Triangle
- Leg
- Projection
- Altitude
- Hypothenuse

RESOURCES

VR headsets

ACTIVITIES

INTRODUCTION: RULES OF CONDUCT WHEN USING VR IN THE CLASSROOM (5 min)

The teacher starts discussion with the students asking them about the use of VR and their expectations in using VR in classroom.

After the discussion the teacher defines the work methods and rules of conduct for students regarding safety precautions for using VR headsets in the classroom and learning in virtual environment:

- listen to the teacher carefully
- remove physical obstacles before using VR
- always work in pair - never alone
- keep the device clean. Sanitize it after use.

REVIEW (5 minutes)

In a discussion with the teacher, students repeat the two Euclid's Theorems, both in proportional and in algebraic form.

INTRODUCTION TO THE LESSON (5 minutes)

The teacher divides the students into pairs - in each pair there is a student A and a student B; student A has a VR headset, and student B assists him.

- student A carefully puts on his VR headset and starts the task in the VR application
- after completing the task, students A and B change roles and student B start the task, after having sanitized the headset.

FIRST TASK (10/15 minutes)

Student A finds and selects the Right triangles exercise on the exercise shelf. He watches at the boat and the problem connected with the sail. He/she explains the problem to student B. Both students cooperate to figure out the solution, using only one of the two right triangle theorems. During calculations student A takes his headset off. After calculation, student A takes the headset on again and check the solution.

SECOND TASK (10/15 minutes)

Same as first task, but student B wears headset, while student A assists him/her. The exercises are the same as before, but this time the two students must use the other one of the two right triangle theorems. They have to come to the same previous solutions.

EVALUATION

1. I like the way of work in this lesson.	1	2	3	4	5
2. This lesson was interesting.	1	2	3	4	5
3. It is clear what I was supposed to learn in this lesson.	1	2	3	4	5
4. The subject matter was clearly explained.	1	2	3	4	5
5. I have learned the subject matter.	1	2	3	4	5
6. I think I actively participated in this lesson.	1	2	3	4	5
7. I was more active in this lesson than usually.	1	2	3	4	5
8. By being active I contributed to the quality of the lesson.	1	2	3	4	5
9. I was motivated for work in this lesson.	1	2	3	4	5
10. I prefer using VR in lessons.	1	2	3	4	5
11. Name two things you liked in this lesson.					
12. Name two things you didn't like in this lesson.					

INCLUSIVENES GUIDELINES

Every student is different and their needs for the material might vary. Below you will find several tips that could make mathematics lesson more inclusive for students who struggle with learning disorders.

- When giving assignments to classroom try to break them into small pieces of information. Avoid the double tasks in the instructions. Remember that in case of operations/exercises with multiple steps, it is critical to help learners decompose the steps.
- You can use checklists for your students to make sure they have done all the steps
- Make sure the font, line spacing, and alignment of your document is accessible for students with learning disorders. It is recommended to use a plain, evenly spaced sans serif font such as Arial and Comic Sans. Others: Verdana, Tahoma, Century Gothic and Trebuchet. Spacing should be 1.5 and try to avoid justification in the text.
- At the end of each activity, take some time to ask the students what they have learnt to acknowledge every step in their learning process
- Make sure that the material the students manipulate is easy enough to grasp
- While using different media (paper, computer and visual aids) choose different background than white which can be too bright for students with learning disorders. The best choice would be cream or soft pastel but try to test different colours to learn more about student's preference.
- To stimulate short and long-term memory prepare for all the students in the classroom an outline describing what they are going to learn on this lesson and finish it with a resume of what has been taught. In this way they will strengthen the ability to remember information.

EXAMPLE:

1. Start every lesson with a short "CHECK-IN"

- Today, we will study the topic (name of the topic)
- I will tell you about: (name 3 keywords connected with the topic)
- Then I will present exercises: (name the exercises form the student book)
- Then we will do exercises (explain the way student will be working: ex. together with teacher / in pairs /individually)
- Once the exercises will be done [To continue]

2. Then finish lesson with a short "CHECK-OUT"

- During the lesson we learn about (topic of the lesson)

- The most important things were: (name 3 keywords connected with the topic)
- We were able to do... (tell about the work student done during the lesson)
- We will explore the topic next time when we will learn about (name the following topic)

It is a small adjustment that will take 5 min from the lesson but can make a great difference in the way that the material will be remembered. Try to create this as a routine habit.