LIBRARY VR WORKSHOP

Date of workshop: ____________________________

Name: _____________________________________  Email: _____________________________________

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Disclaimer: No one under the age of 13 should be operating a VR headset. VR systems should be supervised by library staff during hours of use. Please clean headset and controllers after use.
Greet the user in a friendly manner, this is where you gauge their abilities and interest
1. Ask if they have tried VR before
2. Ask what experience they’d like to try
3. Ask if they would like a chair

Show them how to use and hold the controllers
1. Show which buttons will be used for interaction and what moves they need to make, e.g. slashing for Beat Saber
2. Don’t give them the controllers yet, as they will need their hands for adjusting their headset.

Help them put on the headset
1. Loosen all the straps and pull it fully open.
2. If they have glasses, the glasses might not fit, in which case they will need to take them off
3. Hand them the headset and let them put it on. If they need help, place it on their head gently
4. If they are wearing glasses, have them put it over the glasses first, then put the back strap on.

Once the headset is on
1. Let them adjust the focus by moving it up and down
2. When it is focused, help them tighten the straps as they hold the headset
3. Ask if it is tight enough
4. Ask if it is blurry at all. If it is, they can further adjust the up/down position to focus it better.
5. If it is still blurry, they can change the lens spacing with the knob on the bottom right of the headset

Hand them the controllers one at a time,
1. Ask them to make a fist with their hand.
2. Put the lanyard over their wrist and tighten it.
3. Have them open their hand and place the controller in it.
4. Make sure their fingers are on the correct buttons

Have them point to the game they want to play, and pull the trigger.
1. Help them navigate any in game menus continue to provide instructions as needed

Keep an eye on the user as they are playing
1. Hold the cord for them so it doesn’t trip or get wrapped around them
2. Be ready to steady them with a hand if needed
3. If they start walking too far away, guide them back by asking them to take a few steps in the desired direction.

When their time is up, take the controllers first.
1. Loosen the lanyards
2. Take the controllers
3. Let them take off the headset
4. Thank them for coming by
5. Wipe down the headset and controllers with a sanitizing wipe
Google Earth VR

**Single User**

**Comfort Moderate**

**Introduction**

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**Overview**

Google Earth uses 3D technology to allow students to virtually fly all over the world without leaving their seats. This lesson teaches students how to use and navigate Google Earth with two navigation activities using famous landmarks.

**Learning Objective**

- Use interactive technology to locate a landmark
- Use computer keys to navigate the screen
- Persuasively argue why their landmark is important to visit

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**Printable resource**

At the end of this PDF you will find a few printable resources. We have a young adult coloring page, facts sheet, word puzzle and sign up sheet for workshop use.

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Google Earth VR

Q/A Discussion Part I

Where is your house located?

One way to answer is this question is to provide an address (for example, 123 Main St. Newtown, USA 54321). Another is to provide the geographic coordinates of your house. Record the Latitude, Longitude and Elevation of your house.

Lat______________ Long______________ Elevation___________

What is the topography of your town?

Use the navigation tools to change the angle of your perspective from looking straight down to looking sideways, called an oblique perspective.

My town’s topography is ___________________________ (flat, hilly, rolling, etc.). What is the most descriptive term that describes your town’s topography?

Useful Terms

- Landmark
  Historic, turning point of a period
- Zoom
  Controls how large, or small, the current document appears on the screen.
- Street View
  Another image of Pompeii (image of street)
- Satellite View
  View from a satellite
- Latitude
  Distance north or south of the equator
- Longitude
  Distance east or west of the prime meridian, measured in degrees
- Photo Tours
  Looking at pictures from different places
- Photo Sphere
  Image to see a picture in a sphere shape
- Earth View
  View from earth standing on the ground
- Map View
  A map drawn as if you were looking down on an area from above Earth’s surface
- Tilt the View
  View when tilted on Google maps
**Google Earth VR**

**Description and Engaging Images**

**Before you start**

Explain to your students that, today, we are going to learn how to use Google Earth VR to find a landmark.

Lead a discussion using the following discussion points:

Does anyone know what a landmark is?

What are examples of landmarks that you have been to?

Are there any landmarks around this state?

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**Optional Tasks**

Begin the class by asking: If you could go anywhere in the world, where would you go? Why? Where do you think I would go?

Name a location for the class (e.g. the Eiffel Tower). Do you know where that is? Do you want to go there? How can we go to France right now to see the Eiffel Tower? Let’s take a trip!
## Google Earth VR

<table>
<thead>
<tr>
<th>Limiting attendance</th>
<th>Setting the size of your workshop may be important. If there are too many explorers some may not get enough time to take in all the sites. 10 or less participants may be a safe number to start with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing use</td>
<td>We recommend limiting the time of your workshop, 1-2 hours depending on the number of participants present. This should allow for plenty of time to explore.</td>
</tr>
<tr>
<td>Encouraging field trips</td>
<td>STEAM encourages kids to pursue the sciences, classroom visits from schools is highly encouraged and with the right content can change the way kids learn about specific subjects.</td>
</tr>
<tr>
<td>Suggestions</td>
<td>Asking library attendees about places to explore is a great idea, you may find yourself visiting a place you never knew existed.</td>
</tr>
<tr>
<td>Pick a location to visit</td>
<td>Picking a location for your virtual field trip is up to you. You can choose to visit a Historical Landmark, Natural Wonder, City, State, Country or even an entire Continent!</td>
</tr>
<tr>
<td>Gather complimentary reading material</td>
<td>Choosing reading material that pertains to your exploration is a great way to get the participants excited about furthering their knowledge of the place they are visiting. Creating a spread of books, magazines etc. will encourage in-house content to be read and checked out. ex. Spend a weekend workshop exploring Mars, take home some material on the subject!</td>
</tr>
<tr>
<td>Sharing books, magazines, and articles</td>
<td></td>
</tr>
</tbody>
</table>
Critical thinking activity

- What goods and services are produced where you live? What goods and services could be produced in this location?

- Write one fact about this location. Write one opinion about this location.

- Research the holidays that are celebrated in this location. Compare and contrast them to the holidays that are celebrated where you live.

- Is this location urban, suburban or rural? What can you infer about the kinds of jobs that might be available in this location?

- What is the latitude and longitude of this location?

- Research a prominent historical figure from this location. What was their contribution?

- Write the name of the country, region and continent of this location. List all the countries that share borders with this location’s country.

- Research the biggest industry of this location. What does that tell you about how people make a living there?

- Research the type of government that is used in this location. Is it the same or different than the government where you live?

- Research the earliest record of civilization from this location. Write a newspaper headline telling about your findings.
1. The Earth is around 4.6 billion years old according to scientists.

2. The Earth is the densest planet in the Solar System.

3. The Earth’s atmosphere is composed mainly of nitrogen (78%), oxygen (21%), argon (.93%), and carbon dioxide (0.03%).

4. Earth’s atmosphere divided in 5 sections from the surface: Troposphere (0-13 km), Ozone Layer (13-25 km), Stratosphere (25-50 km), Mesosphere (50-75 km), and Thermosphere (75-150 km).

5. Earth is the fifth largest planet in the Solar System.

6. The Diameter of the Earth is 12,756 km (7,926 miles).

7. The earth’s orbital speed is 29.8 km per second (66,660 mi/hr).

8. Earth has only one satellite, the Moon. The Moon is the second brightest object in the sky from Earth.

9. Earth has an average surface temperature of 13°C (55.4°F).

10. The greenhouse effect raises Earth’s temperature 35°C (95°F).

11. Earth’s distance from the Sun – Min. 146 million km (91 million miles) Max. 152 million km (94.5 million miles).

12. Earth is composed of: iron (32%), oxygen (30%), silicon (15%), magnesium (14%), sulfur (3%), nickel (2%), calcium (1.5%), aluminum (1.4%) and the remainder made up of other elements.


14. Earth has several layers with unique chemical and seismic properties: Crust (0-40 km), upper mantle (40-400 km), transition region (400-650 km), lower mantle (650-2700 km), D layer (2700-2890 km), outer core (2890-5150 km), and the inner core (5150-6378 km) from the surface.

15. The Earth is not perfectly round, rather it is an oblate spheroid. This is due to the planet’s equatorial bulge.

16. The magnetic poles of the Earth gradually flip flop about every 200,000 to 300,000 years.

17. The deepest spot on Earth is under the ocean in the Mariana Trench at 35,813 feet below sea level.
Google Earth WORD SEARCH

R X C W G X Q Y W S Z M L T N V S H L A
I U B O Y C A J F Z N W L J A Y Q G B A
L Z I V P I M G E F X A N A T U R E R H
K W E E I H P L K S B L O H G O Q F P G
E X U L H M W A C F X N J F U T S D N J
Q U T D S U K X Y E A R T H Y W W O S Q
V V U U N C O N T I N E N T S O I K C M
P K S C H L T Y C O Y H J R F T R E O X
T P M O Q H T T P C F D O L A A G E U T
C J O C U C C C I E W I O G M N D S N I
T C N Q A Q E F P A D V I D Y F G W T L
B X U V X R N O A N C V N R M N X U R V
B D M M Z K U K P S A A C V I V M W I G
R J E A K Q D G K N L D G D G P W G E U
P P N C I T I E S Z L H L V Z Y N B S W
E A T U D Q Q Q T V B I N F I T I H I P O
O R S C L Z O C N O U N B M Y E I H C W
P D C L M D E L Y B M I G L L R K V U L U
L E H I R B Q W J V L R F H O X T G S S
E R M G P Z I S A V F B T C X L F L L A

Earth
Countries
Flying
Cities

Oceans
Landmarks
Nature
Monuments

Continents
Navigation
Buildings
People