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ASSURE Lesson Plan Template

Analyse learners	• High school preparatory students who are between 14 and 15 years old. Their proficiency level is elementary.(CEFR A2) • Students are young learners familiar with using smartphones and technology. • Students have basic mobile skills like scanning QR codes, but need guidance on specific AR/VR tools like Google Arts & Culture. • Students prefer visual and interactive content. The lesson appeals to visual learners with 360-degree videos and kinaesthetic learners by moving the screen to explore.
State objectives	At the end of the lesson and activities, students will be able to: • Describe the atmosphere of a busy city spot using at least 3 adjectives. • Identify specific facts about landmarks with at least 80 % accuracy. • Navigate a virtual environment to find cultural items in a museum. • Write a short email to a friend giving travel advice based on their virtual experience. Language Skills: • Reading: Comprehending questions on the worksheet. • Listening: Understanding descriptions in the videos • Writing: Describing places and writing a recommendation email. • Speaking: Discussing preferences. • This lesson integrates receptive skills (listening to the guides in the videos, viewing the 360 content) with productive skills (speaking about the experience in groups, writing the final email). For example, students listen to the facts about Tokyo Tower and then use that information to write their final advice.
Select instructional	• Instructional Strategies: Group work and task-based exploratory learning.

l methods, media, and materials	● Technology: Google Arts % Culture for virtual museum tours, YouTube for 360-degree videos, and QR Code readers. ● Media: 360° videos (Shibuya Crossing, Tokyo Tower), Virtual Tour (Tokyo National Museum), digital or printed handouts. ● Materials: Smartphones or tablets, headphones (for listening to videos), internet access, and digital or printed worksheets. ● The materials provide a dynamic, interactive experience that a standard textbook cannot offer. It allows students to “move around freely” and see details in 3D.
Utilize media and materials	● The teacher checks all QR codes and links (YouTube & Google Arts) to ensure they work on student devices. ● Students are grouped (3-5 students) to share devices if necessary. ● Classroom arrangement allows for group work. ● Headphones are recommended for listening to video audio clearly. ● The worksheet is ready to use with clear steps and space for writing answers.
Require learner participation	Step 1: Shibuya Crossing ● Students scan the QR code and watch the 360-degree video. ● They answer “What makes this crossing different?” and describe it with 3 adjectives. Step 2: Tokyo Tower ● Students view the informational video about the tower. ● They identify the height and colors of the tower on the worksheet. Step 3: Museum “Detectives” ● Students open Google Arts & Culture and move their screens to walk inside the museum. ● They find specific artifacts and interpret their meaning. Step 4: Cherry Blossom ● Students watch the festival video. ● They describe what families do under the trees. Step 5: Final Project ● Students write an email to a friend. They suggest places to visit in Tokyo based on the virtual tour.

Evaluate and revise	● The teacher checks if the factual questions are answered correctly. ● The final email is evaluated for clarity and use of descriptive language. ● The teacher observes if students are actively using the AR/VR tools and discussing in groups. ● To assess the media, the questions given below could be asked, and based on student feedback, the teacher may provide more vocabulary support or technical help for the next lesson. - Did the 360-degree videos encourage motivation? - Was the Google Arts interface easy for A2 students to use?
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