

## ASSURE LESSON PLAN

<p><b>A</b>nalyse learners</p>	<ul style="list-style-type: none"> <li>● <b>Learner Characteristics:</b> High school prep students, ages 14-15, from diverse cultural backgrounds, intermediate English proficiency.</li> <li>● <b>Entry Competencies:</b> Students are already likely familiar with the environmental issues, so they can use their prior knowledge to deepen their understanding about marine pollution in particular.</li> <li>● <b>Learning Styles:</b> Mostly a mix of visual and auditory learning styles.</li> </ul>
<p><b>S</b>tate objectives</p>	<ul style="list-style-type: none"> <li>● After watching the videos, high school prep students will be able to define marine pollution and explain its causes and impacts, identify human activities contributing to sea pollution, suggest solutions to reduce marine pollution with 85% accuracy based on the information they learned in the videos. Besides, collaborate effectively with peers in discussions and activities, and create an informative brochure to raise awareness about sea pollution along with creative visuals and other contents.</li> </ul>
<p><b>S</b>elect instructional methods, media, and materials</p>	<ul style="list-style-type: none"> <li>● <b>Instructional Strategies:</b> Individual AR/VR video watching before coming to class and class group discussions and collaborative brochure creation.</li> <li>● <b>Technology:</b> QR codes with videos embedded on Youtube for instruction and preparation for the questions and raising awareness, and websites like Canva for brochure making process.</li> <li>● <b>Media:</b> Youtube videos (also two 360' videos) explaining marine pollution.</li> <li>● <b>Materials:</b> Computers/tablets, internet access and materials required to create brochures.</li> </ul>
<p><b>U</b>tilize media and materials</p>	<ul style="list-style-type: none"> <li>● <b>Preview the Technology:</b> Test all QR codes and linked AR/VR videos for functionality and convenience.</li> <li>● <b>Prepare the Materials:</b> Distribute QR codes to students for pre-class viewing. Hand out printed or digital templates for the brochure work.</li> <li>● <b>Prepare the Environment:</b> Arrange desks for group work and ensure all devices are charged.</li> <li>● <b>Provide the Learning Experience:</b> Ensure that students watch videos on marine pollution about the causes and impacts. Then, during the class, provide group discussions, answer guiding questions, and oversee brochure creation.</li> </ul>

<p><b>R</b>equire learner participation</p>	<ul style="list-style-type: none"> <li>• <b>Engagement:</b> Students actively engage with AR/VR videos.. Individually, no engagement. In class, they participate in small group discussions to explore causes, impacts, and solutions.</li> <li>• <b>Practice:</b> Answer the related questions in the material after watching the video. Besides. design a brochure in groups, integrating knowledge gained from videos and discussions. Present brochures to the class for peer review.</li> </ul>
<p><b>E</b>valuate and revise</p>	<ul style="list-style-type: none"> <li>• <b>Assessment of Learner Achievement:</b> Evaluate the brochures and answers on the worksheet based on creativity, accuracy, and learner participation regarding the definition of marine pollution, causes and impacts of it, and solutions and actionable steps for it.</li> <li>• <b>Evaluation of Strategies &amp; Technology:</b> Get feedback from students on the use of AR/VR and group activities. Analyze the effectiveness of the videos and brochures in achieving learning objectives.</li> <li>• <b>Revisions:</b> Modify AR/VR content or questions to meet students' needs. Use additional interactive and extensive components to improve engagement to be used together.</li> </ul>