CLASS	LESSON	TOPIC	TIME ALLOCATION	CLASS BASED ACTIVITY BREAKDOWN	CLASSROOM MATERIALS	SOLO / GROUP TASKS	HOME STUDY MATERIALS	OBJECTIVES
3L / 4L	1	VIRTUAL REALITY	6 - 8 mins	What does the word *Virtual* (adj.) mean and what is the difference between "Virtual" and "Virtually"? Give contextual examples...		Watch this TED playlist (choose max 6 videos - 1 per day until next lesson):	https://www.ted.com/search?q=virtual+reality	Self assurance + understanding of the technology + use of terminology and how similar words differ in context of everyday life and/or technology world.
			6 - 8 mins	Has anyone ever had experience using Virtual Reality? Allow students to speak.	Laptop + LIM	Make notes / understand the differences between VR and AR	Note book + pen	To understand what is current, what is being built and the potential of the tech for the future.
			8 - 10 mins	Show an interactive music video / web based VR application + get student feedback	https://with.in/watch/under-neon-lights/	What are the pros and cons?		What can and How can it be improved?
			8 mins	Show an english subtitled video that demonstrates the utility and use of VR in today's real world.	https://www.ted.com/talks/stephen_lawler_tours_microsoft_virtual_earth	Which of these 2 technologies will be used most in the future?		Express personal opinions.
			8 - 10 mins	Show examples of VR being used in language learning - see Mondly VR.	https://www.oculus.com/experiences/gear-vr/1272636489423125/	Not all that shines is gold (idiom): look at promising new technologies that have failed in the past, eg. Betamax vs. VHS, 3D (several times!), Google Glass etc.		Research capabilities with accumulation of data and statistics
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.		How will these technologies influence the world you will be living / studying / working in - 10 years from now?		Consider jobs that do not exist today yet will be available in the not too distant future (5 - 10 years).
						Look at the online interactive Mondly web learning application and study it's structure.	https://www.mondlylanguages.com	Understand how the tech can help build language learning strengths - give feedback on what can be improved from a language learner's perspective.
						Have students book themselves an allocated time slot (max 10 mins) ahead of the next lesson to share their research, opinions, materials and findings with the tutor(s) and class.		Strengthen organisational skills
3L / 4L	2	VR FEEDBACK & FINDINGS	45 - 50 mins	Based on booked schedule, up to 10 students can present and discuss (in English) their research and findings with backup audio/visual materials.		Add other student's findings to own research.		Allow students to break barriers and reinforce 'public' speaking skills in the English language - eliminate shyness.
3L / 4L	3	AUGMENTED REALITY	4 - 6 mins	What does the verb *To Augment* mean? Give contextual examples (oral)...				
			6 - 8 mins	What is the difference between Virtual Reality and Augmented Reality? (Based on student's prior research and videos assigned - this topic should be very apparent).		Watch this TED playlist (choose max 6 videos - 1 per day until next lesson):	https://www.ted.com/search?q=Augmented+Reality	Self assurance + understanding of the technology + use of terminology and how similar words differ in context of everyday life and/or technology world.
			12 mins	Show an English subtitled video that demonstrates the use and practicalities of combining VR with AR in future / real world situations.	https://www.ted.com/talks/meron_gribetz_a_glimpse_of_the_future_through_an_augmented_reality_headset	Create a shared list of new words, terms, expressions, phrases and vocabulary with definitions on Platform that have been identified within the 'Visit Scotland' VR app and/or other 'Virtual World' apps they have used.		
			4 - 5 mins	Ask students to download the 'Visit Scotland' VR app to their mobile devices and distribute VR Headset Visors while explaing the project delivery.	https://www.visitscotland.com/app/	Explore the Visit Scotland VR app at own pace.		Understand the Civilisation, History and Culture of Scotland + difference between British and Scottish accents + Gaelic origins.
			8 - 10 mins	Select a couple of students to try on the headset once it is connected to the LIM so that all students can visualise the VR experience as the viewer sees it in the visor.	VR Headset to Laptop connection for visualisation on the LIM.	Set and list objectives for fellow students to reach within the Visit Scotland VR app - give reasons why and upload the list to the English Platform.		Organise tasks between themselves without Tutor intervention. (There will be Tutor monitoring)
			5 mins	Establish 3 goals and objectives the students need to accomplish within the 'Visit Scotland' VR app. These objectives will be transposed to the Platform for future reference. Eg. Reach point 'X', Collect 5 items, Find out info about Scottish wildlife etc.		Find other similar 'Virtual World' VR apps eg.	https://itunes.apple.com/us/app/trail-world-vr-virtual-reality/id1187916689?mt=8	Explore VR virtual world options & possibilities.
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.		Create an ideal VR app in theory, what would be it's purpose? How would you plan out a VR app to teach your own language? Would it be through a presentation of your home country / region + culture? Based on your experience with the 'Visit Scotland' VR app; what would you add / eliminate to help others learn Italian? Upload your ideas to the Platform.		Develop critical thinking skills.
						Screen capture a max 15 minutes session in the virtual world of Habbo Hotel chat platform to interact with English speakers via text typing. Upload the video to the platform for further analysis and reference.	https://www.habbo.com/	Strengthen writing and interactive skills. Retain awareness of mistakes and errors in communication + writing.
						Have students book themselves an allocated time slot (max 10 mins) ahead of the next lesson to share their research, opinions, materials and findings with the tutor(s) and class.		Strengthen organisational skills

3L / 4L	4	AR + VR FEEDBACK & FINDINGS	45 - 50 mins	Based on booked schedule, up to 10 students can present and discuss (in English) their tasks with backup audio/visual materials.		Add other student's findings to own research.		Strengthen 'public' speaking skills in the English language - eliminate shyness.
3L / 4L	5	DOOR A vs. DOOR B	5 - 10 mins	Show the students an image of 2 doors labelled A / B and ask them to imagine what is behind each door. Is it a thing, a person / creature or a place? Are they good or bad?	Laptop + LIM	PLACE: (description + storytelling) Create a backstory for this world, is it a nice place? How did it become like it is? Who and what lives there? Why do you want / don't want to be there? What forms of transport are there? Is it futuristic or medieval? What are the weather conditions like?		Develop critical thinking skills.
			10 - 15 mins	In turn ask a selection of students to orally explain / describe what is behind each door in detail.		LIVING THING: (dialogue / description / storytelling) Create a backstory + what did / would you say to this entity? What do you / they want? Why are they there? How can they help you? Friend or foe? Male or female? Character / personality traits? Physical description? Do they have a tick or distinguishing features? Do they have a catchphrase / tone / accent? If so, what is it like? Do they have a job?		Develop character / personality description skills
			5 - 10 mins	Now, ask them to make a decision as they can only open / enter one of the doors to go through. Why did they choose that specific door and not the other?		THING(S) / OBJECT(S): (description / storytelling) Create a backstory + why is it there? What can you do with it? Is it useful? Does it belong to someone else? Do you need to return it to it's owner? What is it's place in this world?		Develop descriptive and writing skills
			10 - 15 mins	Ask them to explain what happens next - what are the consequences of their choice? Good / Bad? Do they wish they had chosen the other door now or do they remain happy with their decision?		Transpose all the information into a Virtual World database within the platform; separated by category (as above) each student should contribute at least one entity in detail.		
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.		All information can be revised / corrected at any time by either the students and/or the tutor(s).		
3L / 4L	6	ROLEPLAYING - PART I	10 mins	Introduce Truth or Dare, a roleplaying game that consists of other students asking questions or giving instructions and then discussing the reactions to the truth and/or their actions (cause & effect).		Watch this TED Talk about 'Gaming for Understanding'	http://www.ted.com/talks/brenda_brathwaite_gaming_for_understanding	Understand the use of world building + game ideas to transfer an important interactive message
			5 mins	Discuss reactions to winning / losing in a game (tone + vocabulary + sentiment) eg. if they were about to win in a board game and then got sent to 'Jail' or 'Back to the Start'.		Create a shared list of new words, terms, expressions, phrases and vocabulary with definitions on Platform that have been identified within the 'Gaming for Understanding' video.		Keep track of new vocabulary and learn how to identify their use in context.
			2 - 3 mins	What are the names we give to these sentiments? eg. Rage / anger / joy / triumph etc.		Board games are 'virtual worlds' built on modular squares that allow you to advance or regress according to instructions and player interactions. Each student should create 5 game squares which include and explore the concept of: Oral + Written Instructions / Interpretation / Oral Interaction with other players / Cause + Effect Situations etc.		Develop lateral + critical thinking skills + giving instructions + inciting reaction and comprehension of rules etc.
			2 - 3 mins	Ask students what the general rules are to the game Monopoly and/or Cluedo. Look at new vocabulary eg. Rent / debt / to owe (+ contexts) etc.	5 Sets of Monopoly / Cluedo	Transpose all the information into a Virtual World database within the platform; separated by category (as above) each student should contribute at least one entity in detail.		
			30 mins	Split the class up into groups of 4/5 students and begin to play Monopoly / Cluedo.		Prepare cards and / or references if necessary.		Understanding verbal + written instructions / being able to carry them out.
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.				
3L / 4L	7	ROLEPLAYING - PART II	10 mins	Each student will bring their 5 square info and assign it to 5 interlocking mats that are incorporated at random into a lifesize board game composed of 100 mats / squares (based on an average of 20 students).	http://www.ebay.it/itm/like/132157208266	Study various board games (via video / online shops / research) to obtain comprehension of interactions / rules + cause and effect etc.		
			40 mins	Using a real / virtual dice the class would play in teams of 4/5 against each other (see Ludo) in a race to reach the centered finishing point by respecting the instructions and interacting with each square.	https://upload.wikimedia.org/wikipedia/commons/thumb/0/03/Ludo_board.svg/2000px-Ludo_board.svg.png	Brainstorm how can we converge both physical aspects of board games and virtual interaction from VR / AR into a useful language + culture builder?		
						Transpose all the information into a Virtual World database within the platform; separated by category (as above) each student should contribute at least one entity in detail.		

3L / 4L	8	CHOOSE YOUR OWN ADVENTURE	10 mins	Look at consequences in relation to conditional speech and how characters would affect each other and the story. "What would you do if...?"			
			10 mins	Explain Zelda (the grandfather to World of Warcraft) and how this game was the pioneer of virtual interaction via gaming.	http://www.nybooks.com/wp-content/uploads/2015/09/iinslow-yost_1-100815.jpg	Screen capture a max 15 minute gaming session so as to journal your options, cause and effect while interacting with the text based game. Upload videos to Platform.	Reading skills + lateral thinking + situation assessment
			10 mins	Introduce Choose Your Own Adventure books and explain how they take on a similar interactive way of exploring varying outcomes within a story depending on the readers choices (cause + effect). Give each student a book.	https://www.amazon.co.uk/Box-Choose-Your-Adventure-Books/dp/1933390913/ref=sr_1_9?	Read a story and keep a journal record of the various consequences based on various options made; What happened? Who did they meet? What choices caused what consequences - how did you feel when you realised you had made a bad decision? Who were the characters / elements you interacted with? Did they help? Friend or enemy? What were the main objectives of the storyline? Did you achieve them? If not, how were you sidetracked?	Reading skills + lateral thinking
			15 mins	Go through a story and ask the students to make the decisions and analyse the options.		Have students book themselves an allocated time slot (max 10 mins) ahead of the next lesson to share their research, opinions, materials and findings with the tutor(s) and class.	Self organisation skills.
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.			
3L / 4L	9	CYOA FEEDBACK & FINDINGS	45 - 50 mins	Based on booked schedule, up to 10 students can present and discuss (in English) their tasks with backup audio/visual materials.		Add other student's findings to own research.	Strengthen 'public' speaking skills in the English language - eliminate shyness.
3L / 4L	10	BUILD YOUR OWN LANGUAGE TOOL - PART I	15 mins	Discuss what are the fundamental skills we need to learn when undertaking a new language and how would we begin to teach them.		Based on a universal starting point and much like the board game squares each student will develop a consequential outcome based on interactive options. How do you respond to...? If you want something, how do you ask for it?	Strengthen language skills
			20 mins	Create a flow diagram based on importance, levels and how the language skills link together.		Each student should also record their own voice saying the dialogue to ensure tone / inflection is correct for each response.	Tonal Expression
			10 mins	Discuss how we can integrate these fundamental learning curves into a virtual world - we already have a student built database of characters, environments, objects and worlds etc.		Upload their work and voice recordings to the platform	
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.			
3L / 4L	11	BUILD YOUR OWN LANGUAGE TOOL - PART II	15 mins	Review some of the voice recordings uploaded to the platform and correct student's tone and inflection if necessary.		Based on the previously established universal starting point, each student should now take what they have created so far (uploaded to the platform) and begin to create each 'board game square' situation in a written text form, include their voice recordings and give options which link to varying consequences (via links) + alternative situations.	Writing + oral skills
			10 mins	Begin a story with one single phrase (orally) then go around the class and ask each student to add their phrase to build up a story and see where it ends.			
			15 mins	Following on from the Zelda explanation, introduce how we can recreate the game as a language learning tool using hypertext + links via HTML with existing online demonstrations.	http://birdland.camp/		
			2 - 3 mins	Show students how to add their voice recordings to their 'situation' paragraphs on the platform and demonstrate how to capture the user's voice response.	https://webaudiodemos.appspot.com/AudioRecorder/index.html		
			6 - 8 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.			

3L / 4L	12	BUILD YOUR OWN LANGUAGE TOOL - PART III	30 mins	Introduce Plotagon Story, an interactive + animated conversation building app (web based and/or mobile) in 3D which allows students to record lip sync voices for their characters.	https://plotagon.com/	Students should recreate the alternative option scenes they have introduced via hypertextual links in the previous activity and export the files created to the plaform.		Writing + oral skills
			15mins	Demonstrate how to export the animated 3D scenes once complete and how to integrate them into the students HTML based 'situation' paragraphs.		Add these animated 3D scenes to their HTML page within the language tool.		
			5 mins	Assert students understand the study plan with relevant links and accompanying materials. All links, activities and objectives will be available to students from an online database specific to the class as curated by the tutor.				
3L / 4L	13	BUILD YOUR OWN VR TOURISM GUIDE - PART I	15 mins	Look at how students can take 360° images with their smart phones in and out of the classroom.	https://www.storyspheres.com/			
			15 mins	Decide on a location the student(s) want to use as reference material. Eg. the school, their city, interesting attractions in and around their environment etc.				
			15 mins	Ask the students to explain why they have chosen that particular place and what they can say about it.				
			5 mins	Ask them to research and make notes on the chosen location and to go out and take 360° photographs as homework.				
3L / 4L	14	BUILD YOUR OWN VR TOURISM GUIDE - PART II	20 mins	Introduce Storyspheres and how it works	https://www.storyspheres.com/			
			20 mins	Get students to upload their 360° images to the platform.				
			10 mins	Students should now think about a narration for their VR Tours indicating key information around what they have included.				