**Template**



CLASSVR UNIVERSAL ADAPTABLE LESSON PLAN

## Preparation

* Create your lesson playlist (one to five pieces of content recommended), load it onto the headsets and check that all content is appropriate for your students.
* Check headsets and devices are fully charged.
* Ensure you have an Eduverse link for the relevant headset content.
* To support whole-class teaching without a full set of headsets, use devices and the “Hall Pass” link or “Invite” QR code whilst rotating the headsets around the room.
* Ensure students have journals or notebooks available.

## How to find the Eduverse link and Hall Pass/QR code invite in the ClassVR portal:

Option One:

1. If available, select the green, highlighted link  in the Track summary to generate the Eduverse link.

Option Two:

1. In the main portal menu, select “Deliver.”
2. Select “Multi-Player.” 
3. Click on the blue browser link to launch Eduverse. 

Once Eduverse is launched:

* + Select “Hall Pass” to create a link for each piece of content and share it with students.
  + Or, select “Invite” to generate a QR code for instant, multiplayer access on student devices.

Students with headsets can also use the “Scanner” on their headsets to launch the content via the QR code. Note: this link will only be available for as long as the session is active, whereas a Hall Pass is a permanent link.

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| **Playlist** | **Hall Pass links** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

# Lesson Plan

Before beginning planning, check the portal Teacher/Student Notes sections (or select “Learn” or “Teach” in the Eduverse link) for content specific teaching ideas, learning objectives,

worksheets, or step-by-step experience guides that you may want to adapt or include as part of the lesson plan.

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| **Learning Objectives**  *1.* Identify*...key features or elements* |
| *2.* Describe/explain*...their role or purpose* |
| *3.* Analyze*...how these features connect, interact, or affect the wider learning* |

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| **Key Vocabulary** | **Definition** |
| *Select up to five words or short phrases.* | *Write definitions in clear, student-friendly language that you can revisit during the lesson. Aim for phrases students can use in discussion and recall activities.* |
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# Before the Experience (Starter -10 minutes)

* + Introduce the topic and explain the purpose of the VR content.
  + Share the learning objectives and introduce key vocabulary.
  + Model a KWL Chart: K = What I already know, W = What I want to know, L = What I learned.
  + Students fill in the K and W sections in their journals or on a class chart, then share their ideas and predictions.
  + Use this section to activate prior knowledge and spark curiosity.

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| **Teacher notes:** |

# During the Experience (Activities - 40 minutes/4 activities)

## Spawn point launch

* + Show the spawn point on the board via the Eduverse link.
  + Use this opening view as a “snapshot” to set the scene and help students make predictions. For 360° videos, identify the most relevant image and scroll to that timestamp.
  + Encourage students to observe carefully before offering feedback or predictions.

## Key questions:

* + *What details stand out to you when you first look at this scene?*
  + *Based on the image, what do you predict we might see next?*

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| **Teacher notes:** |

## Free exploration

* + Allow students time to explore independently in headsets or using devices.
  + Encourage them to note any surprises, questions, or interesting details in their journals.
  + Learners could also draw what they notice or share feedback verbally.

## Key questions:

* + *What did you notice that you didn’t expect to see?*
  + *Which part of the experience made you curious to know more?*
  + *Do you have any new questions that you didn’t have before?*

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| **Teacher notes:** |

## Guided focus

* + Bring students back together and discuss what they observed.
  + Use the Eduverse link on the class board to highlight specific features of the content, connecting them back to the learning objectives.
  + Guide students to reenter the content with a clear focus on the most relevant aspects of the experience.
  + Balance exploration with structured learning.

## Key questions:

* + *Why do you think this feature or detail is important?*
  + *What connections can you see between this feature and other parts of the experience?*
  + *How might this part connect to other things we’ve learned in class?*

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| **Teacher notes:** |

## Research (15 minutes)

* + Ask students to carry out short research tasks linked to the topic, learning objectives or any questions they have, using textbooks, online sources or other class materials.
  + Add their findings to their journals or notebooks.
  + Strengthen understanding by linking VR exploration with other reliable sources of information.

## Key questions:

* + *Did your research confirm or challenge what you saw in VR?*
  + *Did you find out any new details that helped explain parts of the experience more clearly?*

**Optional:** While on devices and using the Eduverse link, students can take screenshots using the “Photo” button and add them to a doc, slide, or video with notes or questions. This extends learning, builds digital skills, and records evidence from the session.

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| **Teacher notes:** |

# After the Experience (Plenary - 10 minutes)

* + Students complete the L section of their KWL chart (What I Learned).
  + Encourage them to summarize the three most important things they discovered.
  + Lead a short reflection on how VR supported their understanding and whether it gave insights that other media might not have provided.
  + Ask whether the lesson activities helped them achieve the learning objectives.
  + Review the key vocabulary.

## Key Questions:

* + *What are the three most important things you learned today?*
  + *How did exploring the scene in VR change or deepen your understanding?*

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| **Teacher notes:** |

For strategies on adapting VR experiences to meet the needs of all learners, please see our Adaptive Teaching Guidelines.

For younger learners, replace independent research with drawing, shared discussion, and teacher-led scribing. For older or more advanced learners, reduce scaffolding and prompt deeper analysis, comparisons or evaluative questions