

<b>Lesson Plan Essentials</b>	
<b>Lesson Plan Title</b>	<b>Talking About Feelings While Waiting for a Ride</b>
<b>Instructional Objective(s)</b>	<b>Students will be able to practice speaking in English by communicating with AI aviators</b>
<b>Materials Need for Lesson (include technologies)</b>	<p><b>Example conversation sheet (physical copy)</b>  <b>Vocabulary and phrase list</b>  <b>Student reflection worksheet</b>  <b>Wonda XR scenes (accessible by QR codes or links)</b></p> <ul style="list-style-type: none"> <li>• <b>Scene 1: Attraction Waiting Area – <a href="https://wvr.li/svp3x1">https://wvr.li/svp3x1</a></b></li> </ul> <p><b>Tablets, smartphones, or VR headsets for viewing</b></p> <p><b>Internet connection</b></p>
<b>Procedures</b>	
<b>Own It</b>	<b>For most Japanese, speaking English is a challenging task, and they are hesitant to speak in English. To remove this hesitancy from them, learners need the practice opportunity with the topic that they are interested in. Therefore, this lesson is designed around a familiar and exciting situation — Talking About Feelings While Waiting for a Ride to help students practice English while feeling confident.</b>
<b>Learn It</b>	<b>Before the Immersive activity, students are going to learn conversation examples. From the material, they are going to learn the contents that they can use in the real life settings. In this section, they will learn new vocabularies and phrases.</b>
<b>Apply It</b>	<b>Students are going to use the knowledge that they have learned from the Learn It section. In this session, they are going to have conversations with AI avatars in the workspace.</b>

<b>Share It</b>	<b>In this session, students are going to share what information they have acquired from the Apply It session.</b>
<b>Grading</b>	
<b>Assessment</b>	<b>Students will get a check list about the phrases they have used in the Apply It session. Their learning will be assessed according to how many phrases they could use and whether they have achieved the mission for each scene.</b>
<b>Grading Evaluation</b>	<b>Rubric about how many check list they have filled The other rubric is whether they have gotten the information from the AI Avatar session, teacher will evaluate this from the Share it session</b>

**The primary objective of this lesson is to help Japanese middle school students overcome their reluctance to speak English. The reason this class is designed for middle school students is that, in public schools, Japanese students typically start learning English at this age. Therefore, providing speaking practice at an earlier age is significant for further improvement (Rao, 2018). In many English classes in Japan, they mainly focus on teaching English grammar and reading, so students do not have enough opportunities to speak English. This tendency lets the Japanese care too much about their grammatical accuracy. As a result, many Japanese have hesitancy and reluctance to speak English(Ihara & Komai, 2021).**

**This lesson consists of 3 main phases: learning, applying, and sharing. In the learning session, the teacher is going to guide students to learn basic conversation moves and what each sentence stands for, which enables students to have a clear image of what they are going to try in the application session. Next, in the application session, students will have a conversation with an AI avatar. In this activity, students are expected to use as many phrases as possible and express their feelings. Finally, in the sharing session, firstly students will reflect on the conversation and share the phrases that they use, so that other students also can learn diverse new phrases with an example.**

**Table 1. Explanation table for the technology usage**

<b>Technology</b>	<b>Purpose</b>	<b>How It Was Used</b>
<b>Adobe Stock</b>	<b>Providing 360 image for the background</b>	<b>The image is used as the background image of Wonda Spaces, which enables learners to feel they are in an amusement park.</b>
<b>Meshy APP</b>	<b>Providing 3D model of a middle school student</b>	<b>A middle school girl-themed avatar is chosen to improve its authenticity</b>
<b>Wonda Spaces</b>	<b>Combine 360° image, avatar, and sound into one XR experience</b>	<b>Built the interactive environment, added background sound, and set up the AI prompt (Prompting for the avatar's role and level adjustment for the Japanese middle school students).</b>

**Here is the prompt for the avatar:**

**I wrote the original prompt, which asked to adjust the level of Japanese Middle school students, and speak slowly using easy vocabulary. Then I asked chat GPT to refine my prompt more detailed. Afterwards, tone and style prompts and example conversations are added.**

System Prompt  
Role:  
You are the student's classmate and friend.  
You are waiting in line together for a fun ride at Dreamland Park.  
  
Audience:  
The student is from Japan and is a middle school beginner in English.  
They can understand simple words and short sentences.  
Speak slowly, clearly, and kindly.  
  
Your Goal:  
Help the student practice speaking English by talking about your feelings before the ride.  
Encourage them to share how they feel too (for example: excited, scared, nervous, happy).  
  
Tone and Style:  
Be friendly and supportive, like a kind classmate.

**figure 1. Prompt of AI avatar**

"Are you nervous or excited?"  
  
"What do you think about this ride?"  
  
If the student answers in Japanese or very short English:  
Respond positively and continue with simple English, for example:  
  
"Good! I understand."  
  
"That's nice!"  
  
"You are doing great!"  
  
End the Conversation:  
Say something friendly and motivating like:  
  
"That was fun talking with you!"  
  
"Your English is really good!"

**Figure 2. Prompt for AI avatar**

## Refrence

**Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18. Retrieved from <https://www.researchgate.net/publication/334283040> THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS**

**Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18. Retrieved from <https://www.researchgate.net/publication/334283040> THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS**

## XR Practice: Talking About Feelings While Waiting for a Ride


You are waiting in line for a ride at Dreamland Park.


It looks exciting, but maybe you feel a little nervous, too!


Let's practice how to talk about your feelings in English.

Read the example conversation below and see how friends can share their emotions before riding together.


### 1. Let's learn the Example Conversation (Learn It)

 You: I'm so excited!






 Friend: Me too! It looks fun!

 You: I'm a little nervous.

 Friend: Don't worry! Let's go together!


 You: Okay! I can't wait!

What do these phrases mean?

Line	Meaning	Feeling or Purpose
<b>"I'm so excited!"</b>	You feel happy and can't wait for the ride.	 Excited
<b>"Me too! It looks fun!"</b>	Your friend agrees and shares your feeling.	 Friendly connection
<b>"I'm a little nervous."</b>	You feel a bit scared or unsure.	 Nervous
<b>"Don't worry! Let's go together!"</b>	Your friend comforts you and gives support.	 Encouragement
<b>"Okay! I can't wait!"</b>	You feel ready and positive again!	 Confidence

## 2. XR Experience Guide (Apply It)

**1** Scan the QR code to open the XR scene.

 *Attraction Waiting Area – Wonda XR:*



**2** Look around the scene.

You will see the ride and your AI friend.

- Your **mission** is shown on the card above the character on the left side.
- Useful **phrases** are shown *above the character* on the right side.

**3** Tap the avatar (**your friend**) to start the conversation.

**4** Speak in **English** naturally and clearly.

- You can check this paper for example sentences (See the next page).
- You can also try using your own English words that are not in the list.

**5** After your conversation, check off the phrases you used and fill in your **Mission Checklist** below.

### 3. Useful Phrases (Apply It)

Try to use these when you talk! Check (☑) each phrase you use in XR.

- I'm so excited!
- I'm a little nervous.
- It looks fun!
- Don't worry!
- Let's go together!
- I can't wait!
- This is my favorite ride!
- That is amazing!
- If you use other phrases, please write: \_\_\_\_\_

💡 Challenge: Use at least three different phrases during your conversation.

### 4. Mission Checklist (Share It)

Write what you said and what your friend said in the XR experience. Use simple English — you can write one or two short sentences.

#### Task Write your answer

💬 What did **you share** about your feelings? \_\_\_\_\_

💬 What did your **friend say** to you? \_\_\_\_\_

💡 What feeling words did you use? (ex. excited, \_\_\_\_\_  
scared, nervous)

Did you use 3 or more phrases from the list?  Yes  No

The rubric to evaluate students' progress

Criteria	Excellent	Good	Developing	Beginning
Phrase usage	Used 5 or more phrases to communicate with AI	Used 3 to 4 phrases to communicate with AI	Used 1 to 2 phrases to communicate with AI	Did not use any phrases to communicate with AI
Mission Achievement	Shared 3 or more feelings and clearly	Shared 2 feelings and mentioned part	Shared only 1 feeling	Did not share any feelings or complete the mission

	explained what the friend said.	of the friend's response.		
--	---------------------------------	---------------------------	--	--