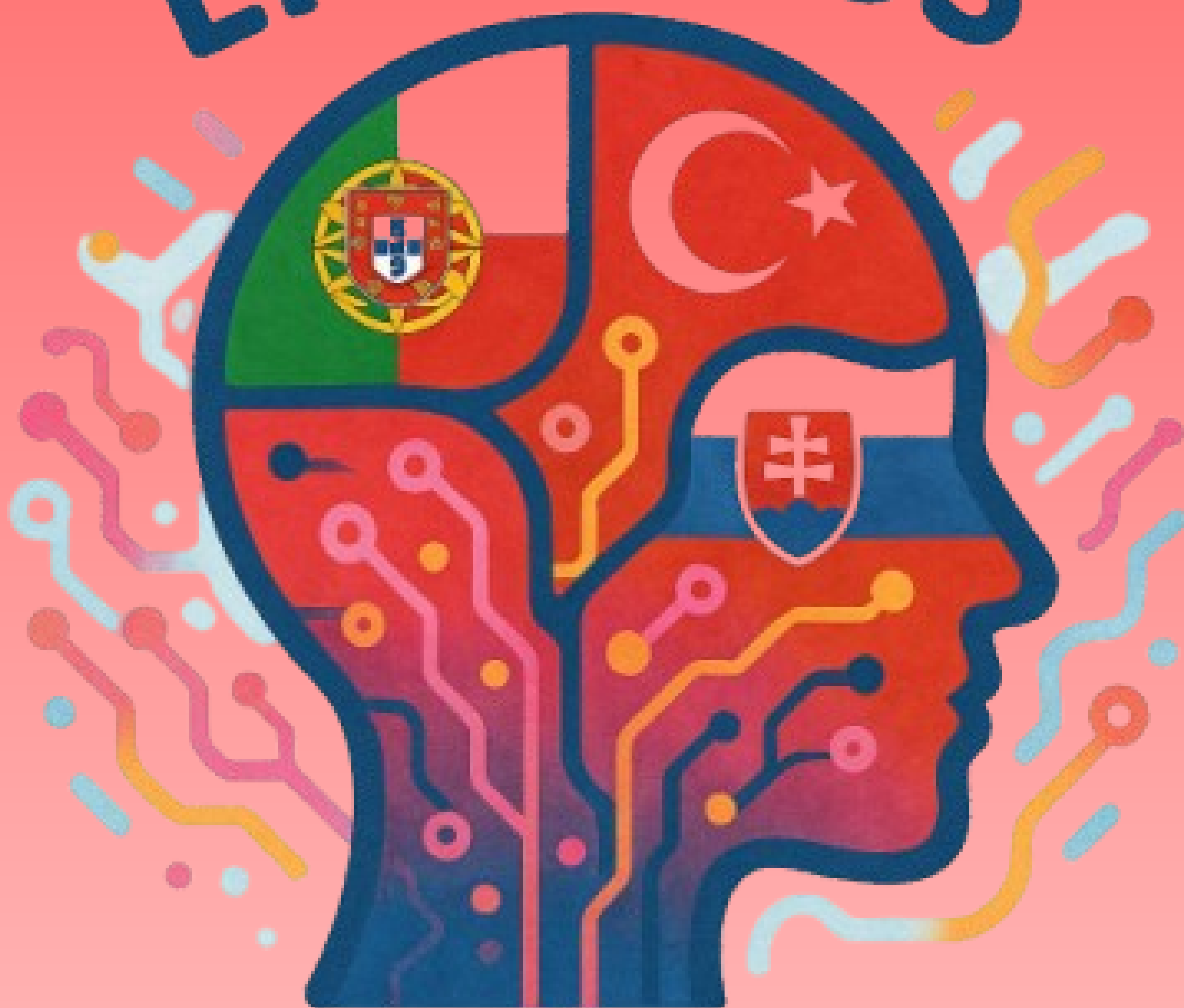
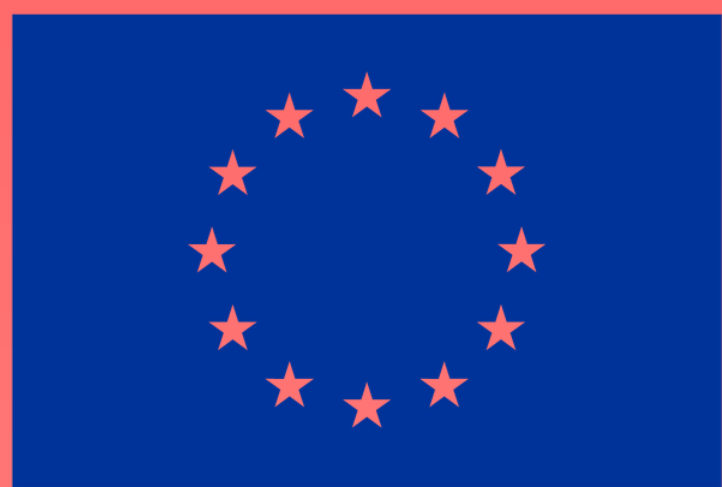


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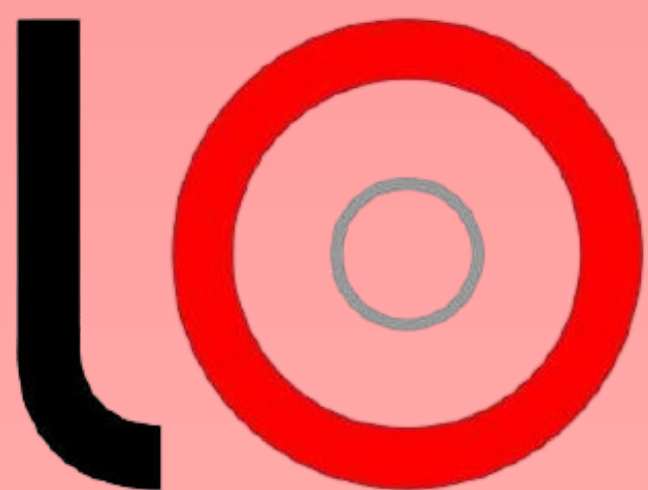
THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION



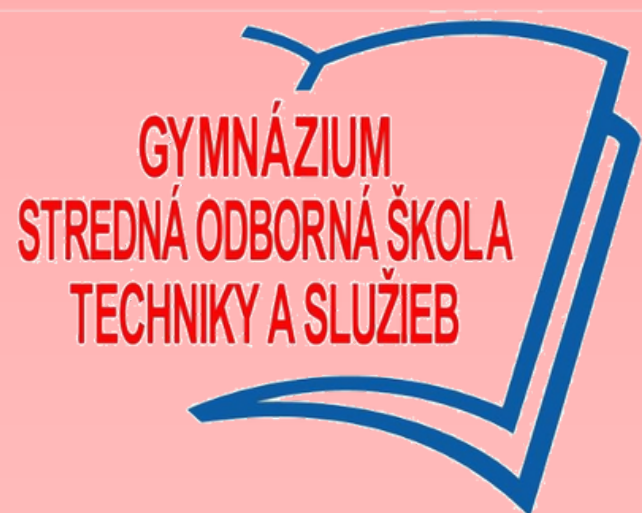
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The use of AI in languages

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LICEUM OGÓLNOKSZTAŁCĄCE
IM. POWSTAŃCÓW WIELKOPOLSKICH
W ŚRODZIE WIELKOPOLSKIEJ



SPOJENÁ ŠKOLA
Kollárova 17 SEČOVCE



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“SALVEMOS EL PLANETA”

LET’S SAVE THE PLANET

This lesson focuses on environmental awareness through the topic “Salvemos el planeta”. Students develop reading comprehension and critical thinking skills by analysing images, videos and texts related to environmental issues such as pollution, natural disasters and the 3Rs rule (reduce, reuse, recycle).

OBJECTIVES:

- Read and interpret images and texts related to “Salvemos el planeta”.
- Understand and reflect on the 3Rs rule and environmental pollution (la contaminación).
- Identify different types of natural disasters.
- Develop environmental awareness and critical thinking in Spanish.

TARGET GROUP:

10º grade
15/16 years

TIME AND SPACE:

20/02/2026
Braga, Portugal

METHODS:

- Interrogative method
- Active learning method
- Demonstrative method
- Brainstorming
- Guided video analysis
- Simulation activities
- Group work
- Gamification
- Oral interaction

TOOLS:

- Spanish textbook (pp. 114-127)
- Digital e-textbook
- Computer
- Multimedia projector
- Interactive whiteboard

AI TOOLS:

- Oreate AI
- Gemini AI
- Califica AI

1. Introduction (Warm-up)

The lesson begins with a brainstorming activity on the topic of the environment, encouraging students to activate prior knowledge related to pollution, recycling and natural disasters. Students then complete exercises nº 1 and 2 on page 98 of the textbook, focusing on vocabulary acquisition and comprehension of the topic.

2. Video-Based Learning and Natural Disasters

Students complete exercise nº 3 on page 99 after watching a video provided in the textbook. A digital activity is then introduced, where students participate in a “spot the differences” game created with Canva, based on images related to natural disasters. Students rewatch the video and complete exercise nº 4 on page 99, reinforcing comprehension and vocabulary related to environmental issues.

3. Reflection on Environmental Concepts (AI Support)

Students are guided to reflect on key environmental concepts, particularly “la contaminación” (pollution). As part of this phase, a mind map on “La contaminación” is developed collaboratively with the students using Califica AI and displayed on the board. Students actively contribute ideas, vocabulary and associations, which are organized visually in real time. The teacher moderates the discussion, ensuring students correctly identify environmental problems and propose possible solutions, engaging in oral interaction in Spanish.

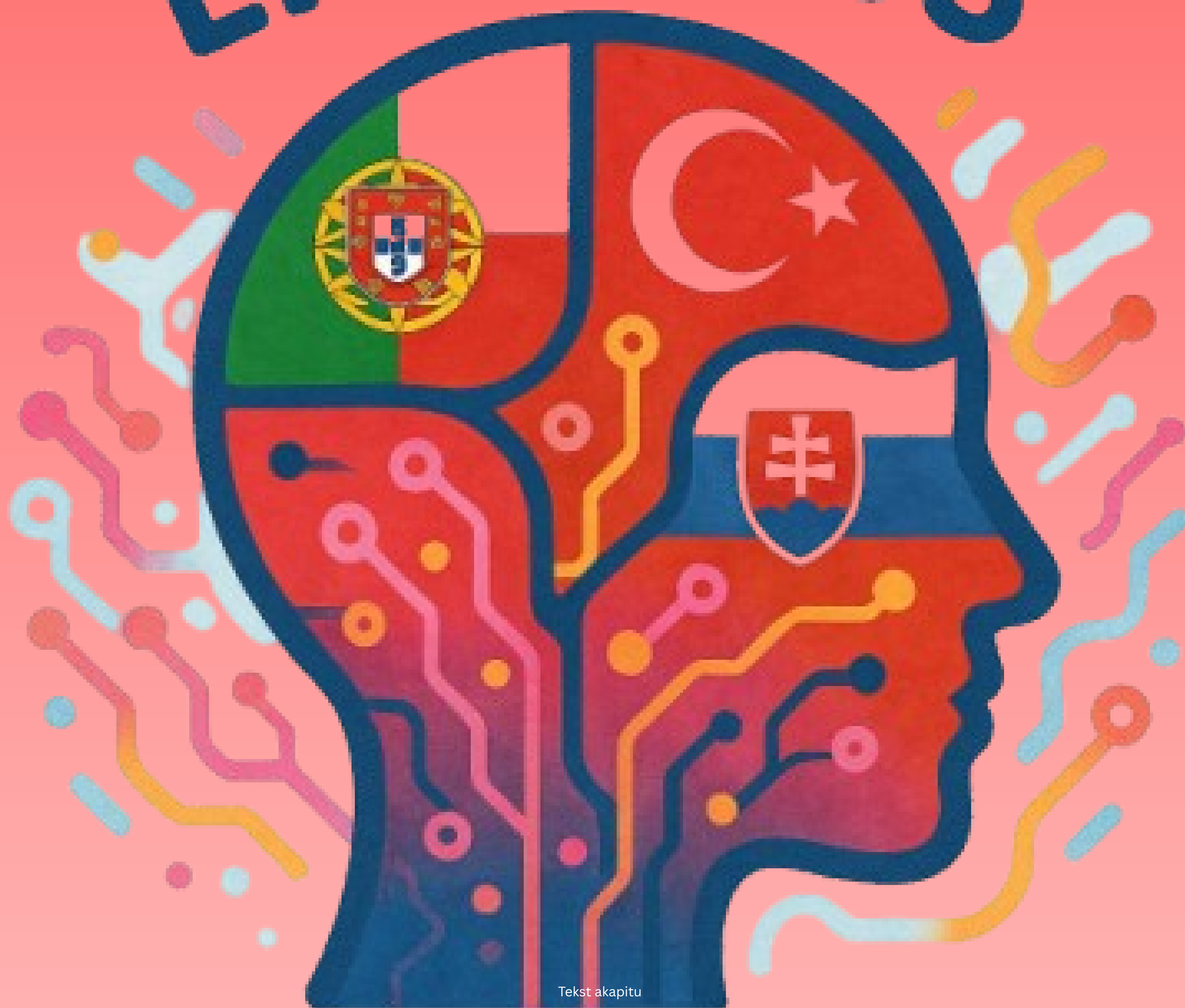
4. Consolidation Activities (AI Integration)

In this phase, students further consolidate their learning through interactive and gamified digital activities supported by Artificial Intelligence tools. Students explore the 3Rs rule (reduce, reuse, recycle) and, as a group, create a flashcard together using Gemini AI to summarize the 3Rs, which helps reinforce key vocabulary and concepts related to environmental responsibility.

5. Conclusion

To conclude the lesson, students first participate in a word search activity on natural disasters created with Oreate AI, which leads to a short reflection on environmental protection, the 3Rs rule, and pollution. Students share their ideas in Spanish and consolidate the main concepts learned during the lesson.

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