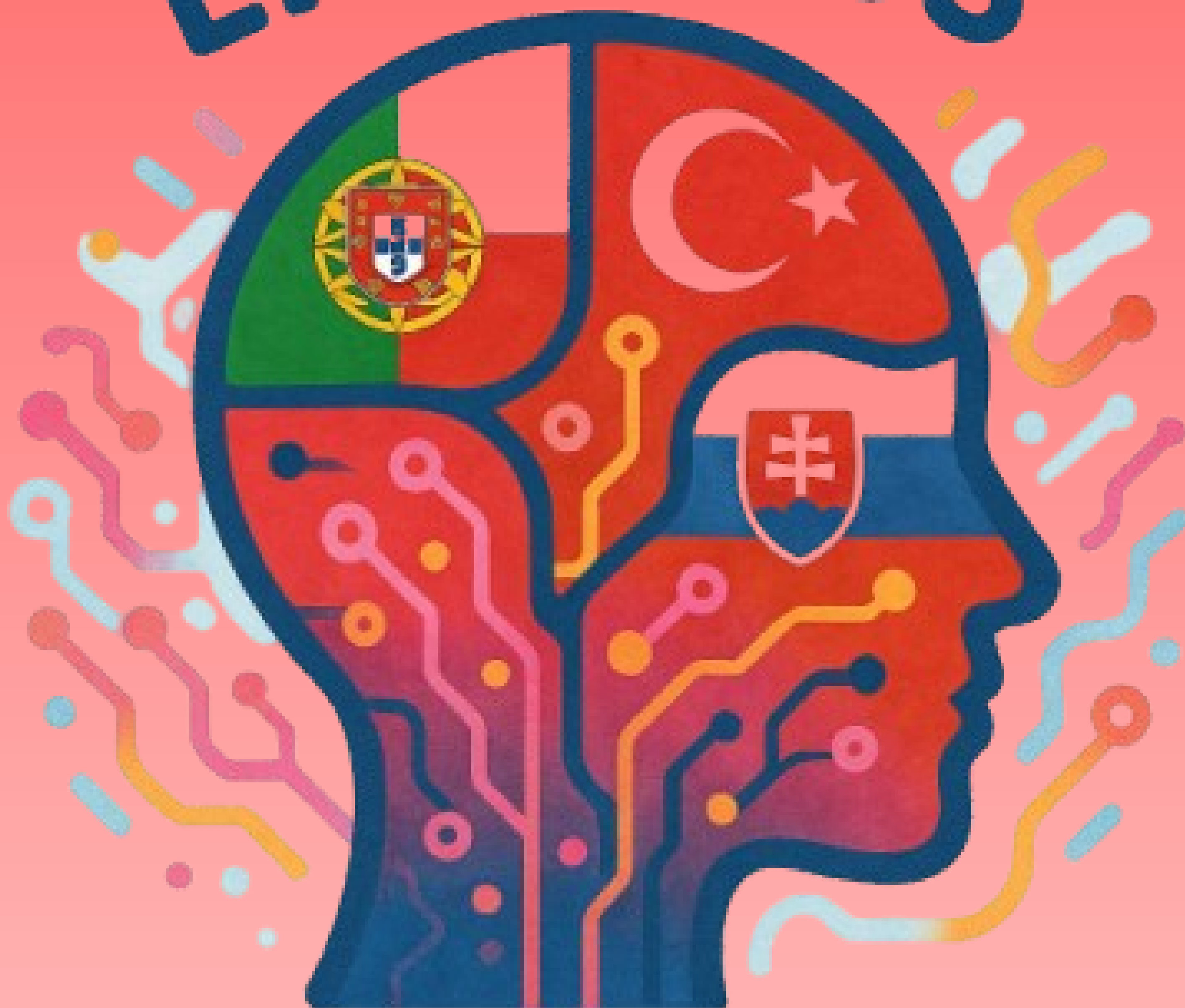
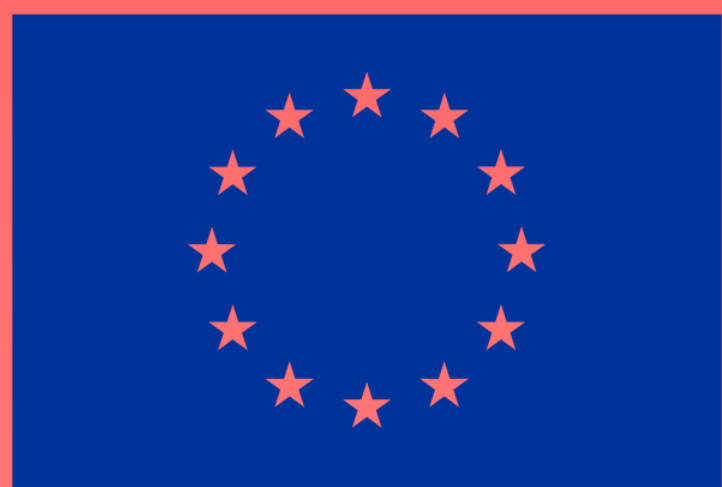


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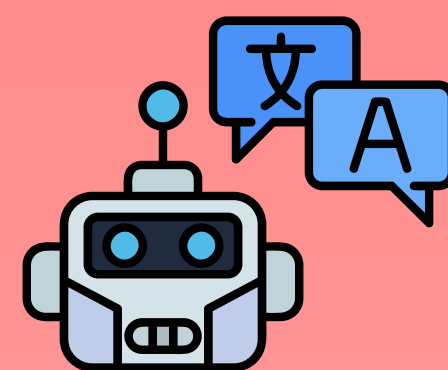


THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION

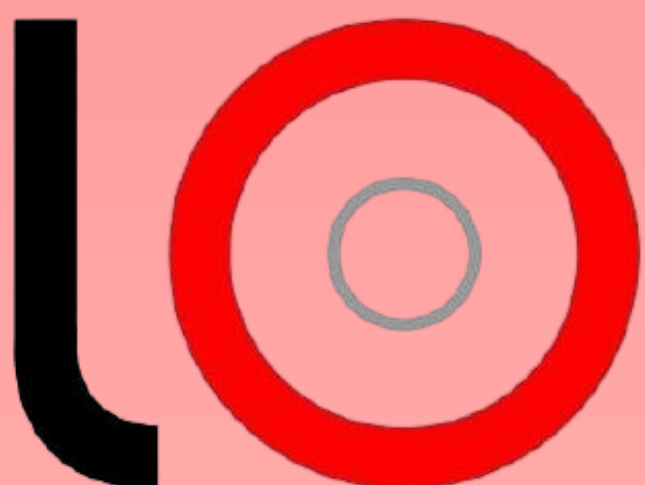


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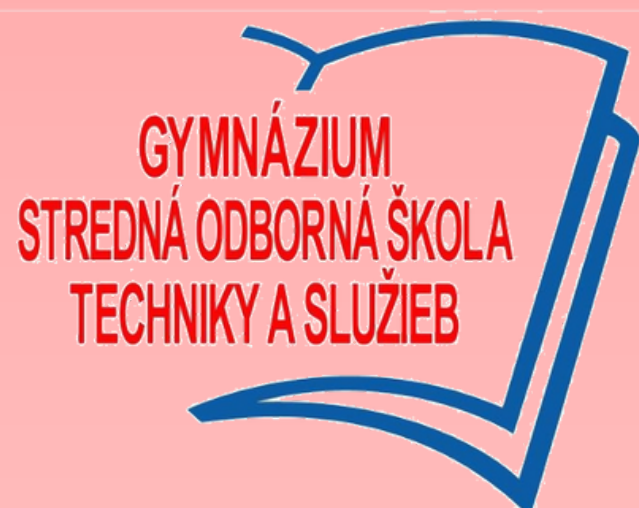
The use of artificial intelligence in the educational field LANGUAGE AND COMMUNICATION



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LESSON 1 - HAMLET - INTERVIEW WITH A LITERARY CHARACTER

Try having a conversation with a literary character

OBJECTIVES:

Verify the knowledge gained from the book read Collaborate in a group Distinguish between true and false information Form questions Follow the principles of social conversation

TARGET GROUP:

First year high school students

TIME AND SPACE:

1 class hour classroom with computers/tablets/mobile phones - internet access

METHODS:

group work working with AI creative writing

TOOLS:

paper, pen/tablet/computer/mobile phone

AI TOOLS:

character.ai - a generative AI chatbot service where users can converse with predefined characters (traits, how to greet, etc.)

ACTIVITY PROCEDURE:

1. Question creation

- students work in groups
- each group will create at least 10 questions they would like to ask Hamlet (the questions must be based on the content of William Shakespeare's book: Hamlet)

2. working with character.ai

- students work independently with character.ai
- they ask Hamlet questions that they have prepared within the group
- they can also respond with other questions or additional replies that arise from the conversation
- students write down untruths or half-truths that Hamlet tells them

3rd discussion

- students sit in a circle
- one student has a ball of wool in his hand – he reads the question he asked Hamlet and what untruth or half-truth he received from Hamlet
- then throws the ball to another classmate, who responds similarly

4. conclusion

- the teacher summarizes this activity: in conversations with people on the Internet, but also in personal contact, we can encounter disinformation or half-truths - sometimes a web is created in which we do not have to understand; it is therefore important to be vigilant and verify information from primary sources (just like we did in literature classes - we read the original work, then we asked Hamlet questions and based on that we were able to determine whether he was lying to us or not)

LESSON 2 - HAMLET- DRAMATIZATION

Compare the dramatization of Hamlet by students and AI

OBJECTIVES:

Verify the knowledge gained from the book you read Collaborate in a group Create your own text based on what you read Understand the importance of the human factor when working with AI

TARGET GROUP:

First year high school students

TIME AND SPACE:

1 – 2 teaching hours classroom with computers/tablets/mobile phones – internet access

METHODS:

group work dramatization
working with AI creative
writing

TOOLS:

paper, pen/tablet/computer/mobile phone

AI TOOLS:

invideo.io – a tool for creating videos using AI

ACTIVITY PROCEDURE:

1. creative writing

- students work in groups
- each group chooses one scene from Hamlet that they could imagine dramatizing
- then they agree on replicas, costumes and props
- they rehearse a scene and record it on their mobile phone

2. creative writing and working with invideo.io

- students will describe the scene they dramatized in their own words
- then they enter this description as a prompt in invideo.io
- video will be 30 seconds long

3rd presentation

- each group will present their outputs one by one
- first a video showing the students dramatizing the scene and then a video created by AI
- students write down the pros and cons of both versions

4th discussion

- the teacher asks questions one by one:
- Which designs did you like the most?
- What were the advantages/disadvantages of each treatment?
- Which part made you feel more important, more beautiful, more cheerful, more team-oriented?

5. conclusion

- AI can be a very good helper
- but one can never let it outgrow him - one must always have control over it
- human input is irreplaceable

LESSON 3 - HAMLET- COMIC

Get information from AI and process it in the form of comics

OBJECTIVES:

Verify the knowledge gained from the book you read and about its author Collaborate in a group Search and process information using AI Create a comic book

TARGET GROUP:

First year high school students

METHODS:

group work working with AI comic creation discussion

TIME AND SPACE:

1 class hour classroom with computers/tablets/mobile phones - internet access

TOOLS:

paper, pen/tablet/computer/mobile phone

AI TOOLS:

ChatGPT, ClaudeAI, Gemini, Copilot - chatbots (conversational AI assistants) Perplexity AI - AI search engine Consensus - tool for searching scientific publications, peer-reviewed studies Leondardo, Canva - creative/design tools with AI features

ACTIVITY PROCEDURE:

1. working with AI tools

- students work in groups
- each group works with a different AI tool
- the task of the students is to find the answers to the following tasks:
 - a/ Find out as much information and interesting facts about the life of William Shakespeare as possible.
 - b/ Find out as much information and interesting facts about William Shakespeare's work as possible.

2nd discussion

- students sit in a circle
- under the teacher's moderation, they gradually present their findings
- confront whether they found the same or completely different information

3. working with Leonardo/Canva

- students work in groups
- based on the information that students have discovered in groups or in a discussion circle, they will create a presentation about William Shakespeare in the form of a comic using Leonard/Canva
- 1 page = 8 images = at least 8 pieces of information

4th presentation

- the teacher shares the created comics with all groups, which can be used to review and remember important information about the life and work of William Shakespeare

LESSON 4. THE CATCHER IN THE RYE

The lesson explores the main character Holden Caulfield and his worldview, conflicts with adults, and the ideal of childhood “innocence.” Students work in groups, each using a different AI tool (ChatGPT, Microsoft Copilot, Google Gemini) to analyze Holden’s motives, character, and psychological profile. Finally, they compare the AI outputs, discuss similarities and differences, and reflect on what the AI revealed and what it did not.

OBJECTIVES:

- the student analyzes the main motives and psychological profile of Holden, compares different interpretations of AI outputs, understands adult-adolescent conflicts, values, and isolation
 - the student reflects on the character's emotional and psychological experiences
 - develops empathy towards young people and their internal conflicts
 - student uses AI tools to analyze a literary character
 - critically assesses the accuracy and informative value of AI

TARGET GROUP:

4th grade high school students

METHODS:

group work
brainstorming and AI analysis

- discussion and comparison of results

reflection

TIME AND SPACE:

45 minutes, classroom with internet access, students work individually or in groups (mobile, tablet or computer)

TOOLS:

mobile phone, projector, AI tools, whiteboard

AI TOOLS:

ChatGPT, Microsoft Copilot, Google Gemini, Mentimeter

ACTIVITY PROCEDURE:

1. EVOCATION (10 minutes)

Short discussion: the teacher asks questions:

"Why is Holden constantly criticizing the people around him?"

- Students write down their associations: isolation, cynicism, search for innocence, frustration.

AWARENESS OF MEANING (30 minutes)

Activity 1 – Group division and AI analysis (15 min)

Each group will receive a different AI tool: ChatGPT, Microsoft Copilot, Google Gemini.

Prompt for AI:

"Analyze the main character Holden Caulfield from the book 'The Catcher in the Rye'. Describe his psychological profile, motivations, conflicts with adults, and his worldview. List 3-5 key motives and reasons for his behavior."

Groups will write down the AI's answers and add their own notes from reading the book.

Activity 2 – Comparison and discussion (15 min)

Each group presents the AI output.

The discussion leads to the questions:

Are AI interpretations similar or different?

Which motifs are emphasized, which are missing?

How well did the AI capture the character's psychological depth?

What can't AI capture, and why is the human perspective still important?

Activity 3 – Reflection through own interpretation (5-10 min)

Students write a short answer:

"How would you feel if you were in Holden's shoes?"

"What is his view of the world and what can he teach us about adolescence and moral values?"

The AI prompt can be added: "Based on the previous analysis of Holden, write a short letter from his perspective about his perception of the adult world and his own emotions."

REFLECTION (5 minutes)

Students discuss:

How does Holden change throughout the story?

How did AI help uncover his motivations?

What couldn't AI capture and why is human interpretation irreplaceable?

- Students will understand that the psychology of a literary character is complex, AI can help analyze motives, but true understanding requires critical thinking and empathy.

LESSON 5 - ANTIGONE

The lesson focuses on interpreting the tragedy of Antigone using visual AI tools. Through image generation, visual collage creation, and AI mind mapping, students interpret the characters, conflicts, and themes of the play. AI tools help students visualize literary situations and think about the meaning of the tragedy in creative ways.

OBJECTIVES:

- The student explains the main conflict of the tragedy, characterizes the characters – Antigone, Creon, identifies the main themes of the work
- the student expresses his/her own opinion on the actions of the characters
 - perceives the moral dilemmas of a literary work
 - the student uses AI tools to create visual content
 - critically evaluates the outputs of artificial intelligence

TARGET GROUP:

1st year high school students

TIME AND SPACE:

45 minutes, classroom with internet access, students work individually or in groups (mobile, tablet or computer)

METHODS:

try
group work

- visual interpretation of a literary text

creative digital work

TOOLS:

mobile phone, projector, AI tools, whiteboard, text samples from the work

AI TOOLS:

Bing Image Creator, Canva, Whimiscal, Remove.bg, ChatGPT, Gemini

ACTIVITY PROCEDURE:

1. EVOCATION (10 minutes)

The teacher writes the question on the board:
“What would the characters of Antigone look like if someone saw them for the first time today?” Short discussion:
How do they imagine Antigone?
What might Creon look like?
What kind of atmosphere should there be in a tragedy?
• Students briefly describe the visual characteristics of the characters (e.g. facial expression, clothing, environment).
The teacher explains that today they will visualize the characters using artificial intelligence.

AWARENESS OF MEANING (30 minutes)

Activity 1 – AI Character Visualization (15 min)

AI tool:
Bing Image Creator, ChatGPT, Gemini Students work in pairs.
Each pair gets a character:
Antigone
Kreo
Ismena
Hamon

Task:
Create a character image using AI.
Students must write in the prompt:
character traits
emotions
environment
After creating the image, they will explain:
What does the painting express about the character?
whether the AI captured her character.

Activity 2 – Story Conflict Map (15 min)

AI tool:
Whimsical, ChatGPT, Gemini Students will create a visual mind map of the work.
For example, I will write on the map:
main conflict
• Antigone vs. Creon
other conflicts
• family vs. state
• law vs. morality
• obedience vs. courage
AI will help automatically organize the diagram

REFLECTION (5 minutes)

Students briefly present their findings.
Discussion:
Which image best describes Antigone?
Did the visualization help you better understand the conflict?
Were the AI outputs realistic or stereotypical?
The teacher will emphasize that visual interpretation can help understand a literary work from a new perspective.

LESSON 6- ALL QUIET ON THE WESTERN FRONT

Students will explore the theme of war and its psychological effects through a contemporary adaptation of Paul Bäumer's story. Using AI, they will generate a creative text or short digital presentation that depicts military conflict, the psyche of soldiers, and moral dilemmas in today's world. The class combines literary analysis with creative digital work and encourages critical thinking.

OBJECTIVES:

- the student will compare the literary world of Paul Bäumer and its contemporary adaptation
- analyzes the psychological impacts of war and conflict situations
- recognizes universal war motifs and their modern parallels
- The student reflects on the suffering and moral dilemmas of the soldiers.
- develops empathy and the ability to empathize with the characters
- a student creates a creative text or presentation with the support of AI
- critically evaluates AI outputs and considers their interpretation

TARGET GROUP:

3rd - 4th grade students at secondary school

TIME AND SPACE:

45 minutes, classroom with internet access, students work individually or in groups (mobile, tablet or computer)

METHODS:

brainstorming
group work

- creative text creation with AI
- discussion and reflection

TOOLS:

mobile phone, projector, AI tools, whiteboard, text samples from the work

AI TOOLS:

Sudowrite, Tome, ChatGTP, Genially, Canva

ACTIVITY PROCEDURE:

1. EVOCATION (5 minutes)

The teacher asks a question:

"What would war look like today and what problems would soldiers experience?"

Short discussion with a note of keywords: fear, fatigue, trauma, moral dilemmas, belonging.

Objective: Students will tune in to the topic and think about the universal consequences of war.

AWARENESS OF MEANING (35 minutes)

Activity 1 – Brainstorming themes (5 min)

AI tool: ChatGPT

Students enter the prompt:

"List the main psychological and moral problems of soldiers in literature and in war today."

The AI will create a list that students will edit and add to with their own ideas.

Activity 2 – Creative text / soldier's letter (15 min)

AI tool: Sudowrite, ChatGPT

Task: the student enters the prompt:

"Write a short diary or letter from a fictional soldier fighting in a modern-day military conflict, depicting his fear, fatigue, and moral dilemmas. Maintain a realistic, emotional tone."

Students read the AI text, add their own ideas, and edit it to reflect the current context of the war.

Activity 3 – Digital presentation / visual story (15 min)

AI tool: Tome, Genially, Canva

Students will create a short presentation or visual story:

contains letters/diaries of a soldier

depicts emotions, conflicts, and moral dilemmas

will complement key motifs and visualization of the situation

Presentations are briefly presented in class or shared between groups.

Activity 3 – Soldier Decision Simulation (15 min)

AI tool: ChatGPT

Students use the texts from activity 2 as a basis and enter the prompt:

"Imagine you are a soldier fighting in today's conflict. You have to decide between two difficult situations (e.g., helping a wounded comrade or carrying out an order). Describe your decision, feelings, and consequences."

AI generates answers and possible consequences.

REFLECTION (5 minutes)

Students discuss and reflect together:

How war changes in different contexts, but the psychological and moral dilemmas remain universal.

What has AI helped us discover about the soldier's psyche that we might not have realized ourselves.

As a literary text (by Paul Bäumer), it combines historical and contemporary views of war.