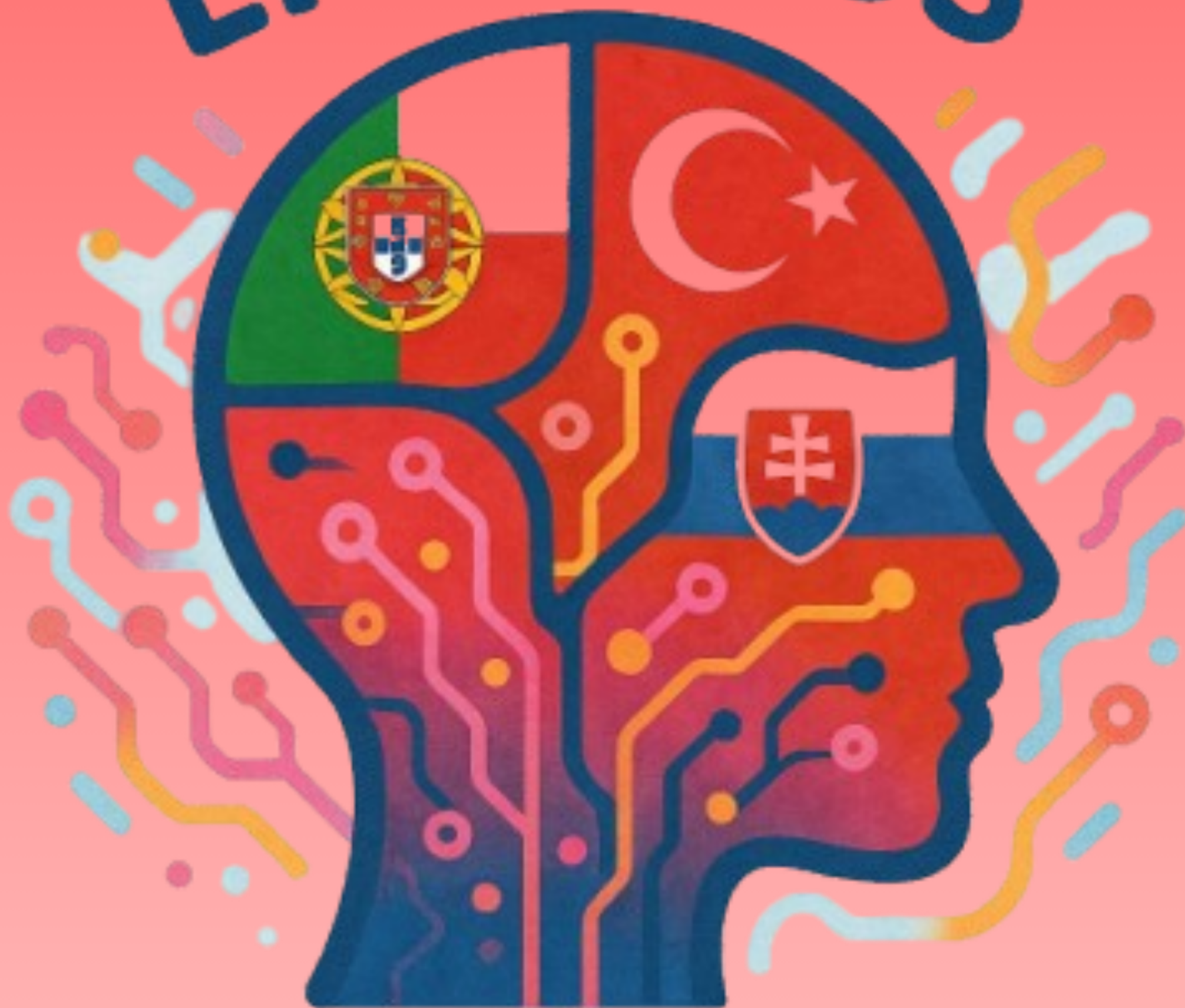


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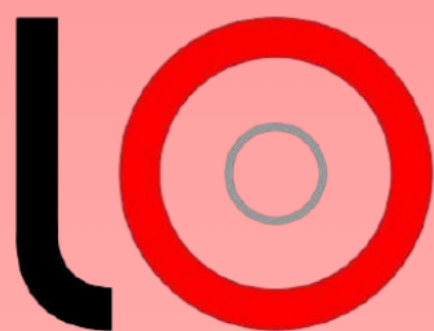
**THE USE OF ARTIFICIAL
INTELLIGENCE IN
FORMAL EDUCATION**



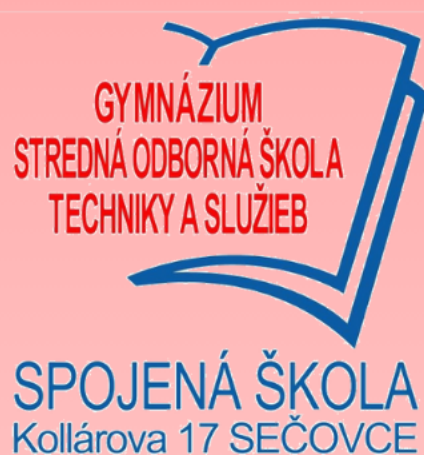
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The use of AI in languages

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LICEUM OGÓLNOKSZTAŁCĄCE
IM. POWSTAŃCÓW WIELKOPOLSKICH
W ŚRODZIE WIELKOPOLSKIEJ



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MASTERING PERSUASIVE SPEECH: THE POWER OF RHETORIC

This lesson engages students in understanding and applying persuasive speaking skills through analysis, AI-supported brainstorming, and public presentation. The lesson begins with a short warm-up discussion to activate prior knowledge about opinion sharing and argument formation. Students then analyze selected excerpts from a model persuasive speech to identify rhetorical techniques such as ethos (credibility), pathos (emotion), and logos (logic).

OBJECTIVES:

By the end of the lesson, students will be able to:

- Identify persuasive techniques (ethos, pathos, logos).
- Analyze rhetorical strategies in a famous speech.
- Create and deliver a short persuasive speech.
- Use AI tools to brainstorm and refine arguments.
- Critically evaluate AI-generated content.

TARGET GROUP:

Students aged 14–17

TIME AND SPACE:

80 minutes
Beykoz Art and Science Center
+ Smart Classroom / Innovation Lab

METHODS:

- Socratic questioning
- Collaborative group analysis
- AI-assisted brainstorming
- Public speaking practice
- Peer assessment

TOOLS:

Printed speech excerpts
Whiteboard & markers
Student notebooks
Digital Tools:
Tablets or computers
Internet access

AI TOOLS:

ChatGPT – brainstorming arguments and feedback
Grammarly – grammar and clarity suggestions
Canva – AI presentation slides or speech visuals

AI-Integrated English Lesson Plan Lesson Title:
Mastering Persuasive Speech: The Power of Rhetoric
Target Group: Students aged 14–17 Time & Space: 80
Minutes – Beykoz Art and Science Center (Smart
Classroom)

Lesson Objectives

- Identify persuasive techniques (ethos, pathos, logos).
- Analyze rhetorical strategies in a model speech.
- Create and deliver a short persuasive speech.
 - Use AI tools to brainstorm and refine arguments responsibly.
- Critically evaluate AI-generated suggestions.

Teaching Methods

- Interactive discussion
- Collaborative group work
- AI-assisted brainstorming
- Public speaking practice
- Peer assessment and reflection

Materials & Tools

- Smart board
- Printed speech excerpts
- Whiteboard and markers
- Tablets or computers with internet access
- AI Tools: ChatGPT (brainstorming), Grammarly (revision), Canva (visual support)

Lesson Procedure

1. Warm-Up (10 minutes): Students discuss a school rule they would change and explain why.

2. Model Speech Analysis (15 minutes): Analyze persuasive techniques in a selected speech.

3. AI-Assisted Argument Development (20 minutes): Students use AI to generate and refine arguments.

4. Speech Writing (20 minutes): Draft and revise a 1–2 minute persuasive speech using AI feedback.

5. Presentation & Reflection (15 minutes): Students present and reflect on AI's role in learning.

Assessment Criteria

- Active participation in discussion and analysis
- Clear structure and argument in speech
- Effective use and evaluation of AI tools
- Confidence and clarity in speech delivery

By the end of the lesson, students will be able to:

- **Identify and apply key persuasive techniques (ethos, pathos, logos)**
- **Construct a clear and convincing argument**
- **Critically evaluate AI-generated content**
- **Deliver a short persuasive speech with confidence and clarity**

Key Vocabulary (Pre-Teach or Display)

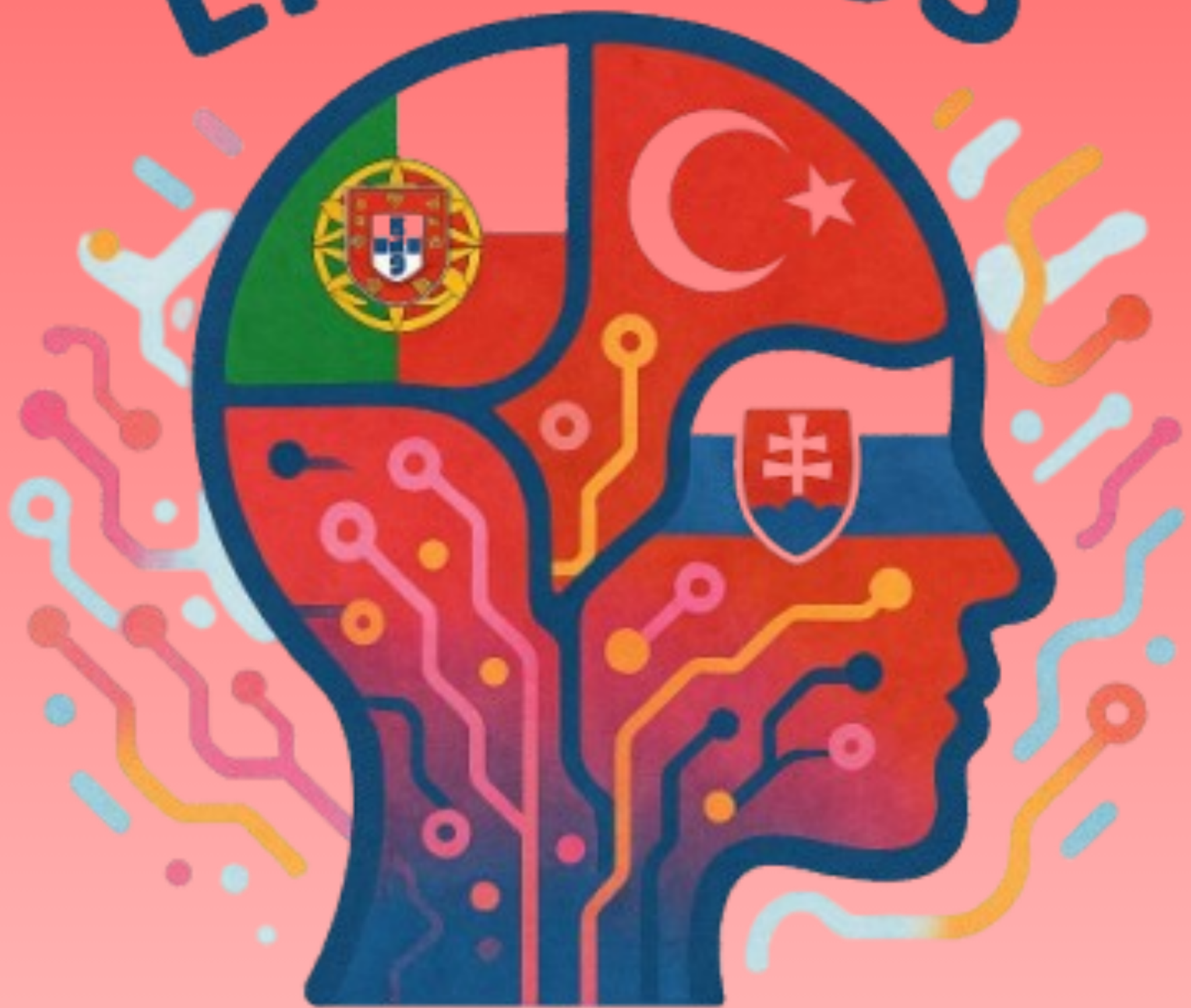
- **Persuasion: convincing someone to agree with you**
- **Claim: the main argument or point**
- **Evidence: facts, examples, or reasons that support a claim**
- **Counterargument: an opposing viewpoint**
- **Rebuttal: a response that challenges the counterargument**
- **Credibility (Ethos): trustworthiness of the speaker**
- **Emotion (Pathos): appealing to feelings**
- **Logic (Logos): using reasoning and facts**

Sample Speech Topic Prompts

Provide students with optional prompts if they struggle to choose:

- **“School uniforms should be abolished.”**
- **“Homework should be reduced.”**
- **“Students should be allowed to use phones during breaks.”**
- **“School days should start later.”**
- **“Grades do not reflect real learning.”**

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