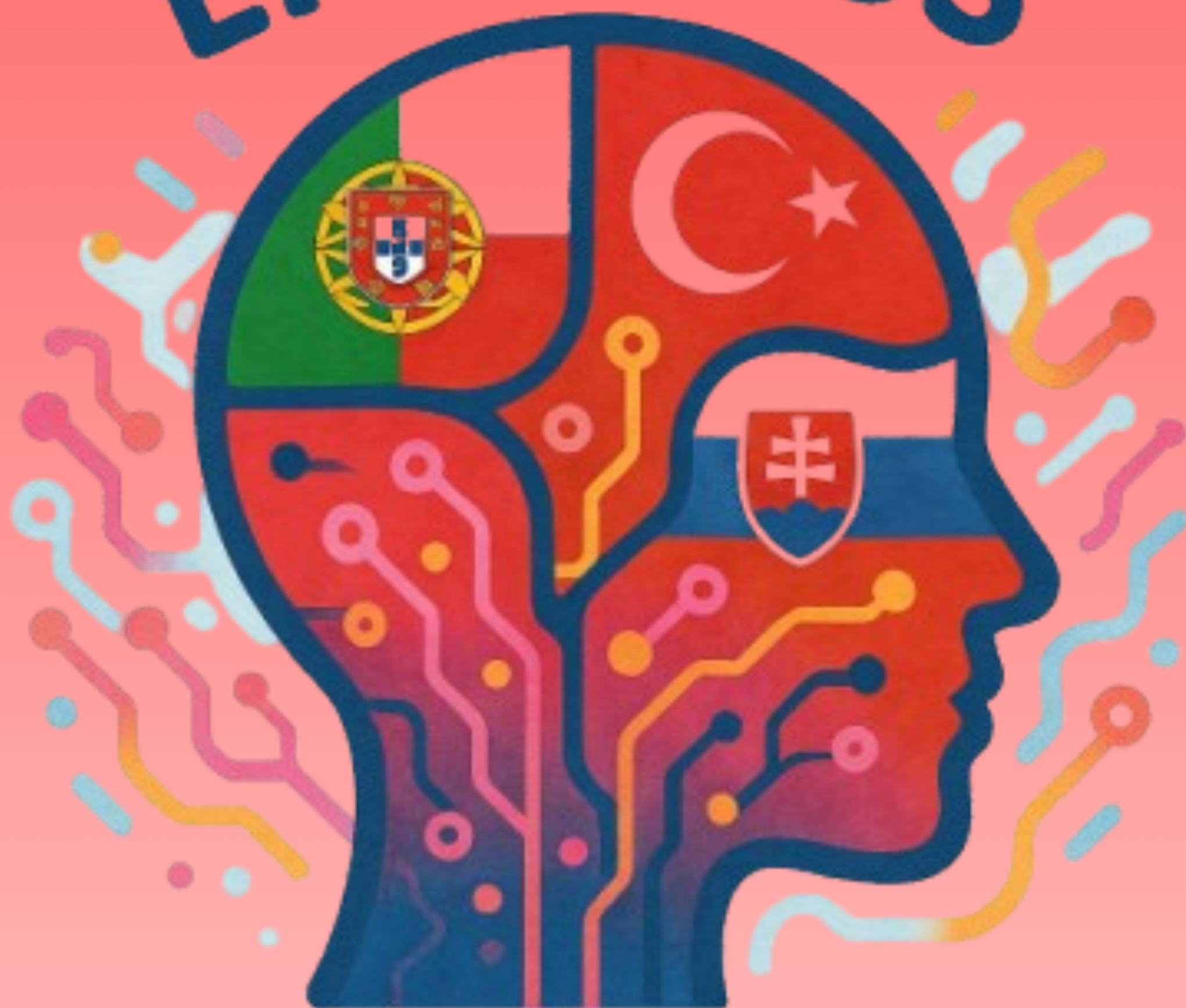


ERASMUS



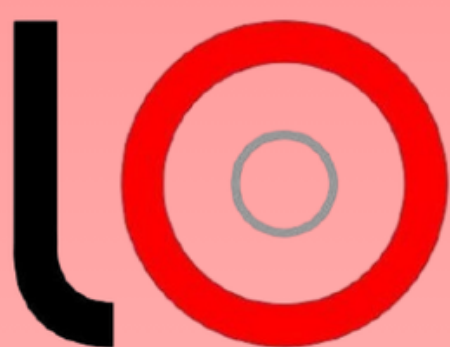
**THE USE OF ARTIFICIAL
INTELLIGENCE IN
FORMAL EDUCATION**



**Funded by
the European Union**

The use of AI in languages

2024-2-PL01-KA210-SCH-000265684



LICEUM OGÓLNOKSZTAŁCĄCE
IM. POWSTAŃCÓW WIELKOPOLSKICH
W ŚRODZIE WIELKOPOLSKIEJ



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Foundation for the Development of the Education System. Neither the European Union nor the granting authority can be held responsible for them.

CREATING A SHORT STORY OPENING

What makes you continue reading a story?
List answers: mystery, conflict, character, unusual setting.

OBJECTIVES:

Students will:
Understand elements of a strong story opening
Create an engaging first paragraph
Use AI for idea generation responsibly
Maintain originality

TARGET GROUP:

14–17 years

TIME AND SPACE:

80 minutes
Beykoz Art and Science
Center – Innovation Lab

METHODS:

Creative writing
AI brainstorming
Peer sharing

TOOLS:

Laptops/tablets
ChatGPT
Canva (optional for visual inspiration)

AI TOOLS:

Perplexity

Warm-Up (10 minutes): Students discuss what makes a story opening engaging (mystery, conflict, character, unusual setting).

AI Brainstorm (20 minutes): Students generate three story opening ideas using AI and select one to modify.

Writing Task (30 minutes): Students independently write a 120–150 word opening paragraph based on their chosen idea. Sharing &

Reflection (20 minutes): Volunteers read their openings and discuss how AI supported or influenced their creativity

Warm-Up (10 minutes): What Makes a Strong Opening?

Ask students:

“What makes you want to keep reading a story?”

Write their ideas on the board and guide them to these key elements:

Features of an Engaging Opening:

Mystery → creates curiosity

Conflict → shows a problem immediately

Strong character → interesting personality or voice

Unusual setting → surprising or vivid place

Example Comparison

Weak Opening:

“It was a normal day. I woke up and went to school.”

Strong Opening:

“The moment I stepped into the classroom, everyone stopped talking and stared at me.”

Ask:

Which one is more engaging?

Why?

AI Brainstorm (20 minutes)

Step 1: Use Perplexity AI

Students prompt:

“Give me 3 creative story opening ideas with mystery or conflict.”

Example AI Ideas:

- 1. A student receives a message from their future self**
- 2. A city where time suddenly stops for everyone except one person**
- 3. A new student who seems to know everyone’s secrets**

Step 2: Selection & Modification

Students:

- Choose ONE idea**
- Modify it by adding:**
 - A character**
 - A setting**
 - A problem**

Example:

AI Idea: A message from the future

Student Version:

“A nervous teenager receives a message from their future self warning them not to go to school tomorrow.”

Writing Task (30 minutes)

Instructions:

Write a 120–150 word story opening that includes:

A clear situation

At least one engaging element (mystery, conflict, etc.)

Descriptive language

Model Student Texts

Example 1 (Mystery + Conflict)

The message appeared on my phone at exactly 3:17 a.m. I didn't recognize the number, but what caught my attention was the name at the end: mine. "Do not trust anyone tomorrow," it read. My heart started racing as I read it again and again. It had to be a joke. But then another message appeared. "I mean it. Stay home." I barely slept that night, and when morning came, I stood at my front door, unsure whether to leave or not.

Example 2 (Unusual Setting)

Everyone else froze at exactly noon. Cars stopped in the middle of the street, birds hung motionless in the sky, and people stood like statues. Everyone except me. At first, I thought I was dreaming, but the silence felt too real. I walked through the empty streets, calling out, but no one answered. Then I noticed something strange—footsteps behind me. Slowly, I turned around, realizing I might not be as alone as I thought.

Example 3 (Character + Suspense)

The new student smiled too much. From the moment she walked into class, she acted like she had known us for years. But what made me uncomfortable wasn't her confidence—it was the way she looked at me, like she already knew something. At lunch, she sat across from me and said my name before I even introduced myself. That was the moment I realized something wasn't right.

Sharing & Reflection (20 minutes)

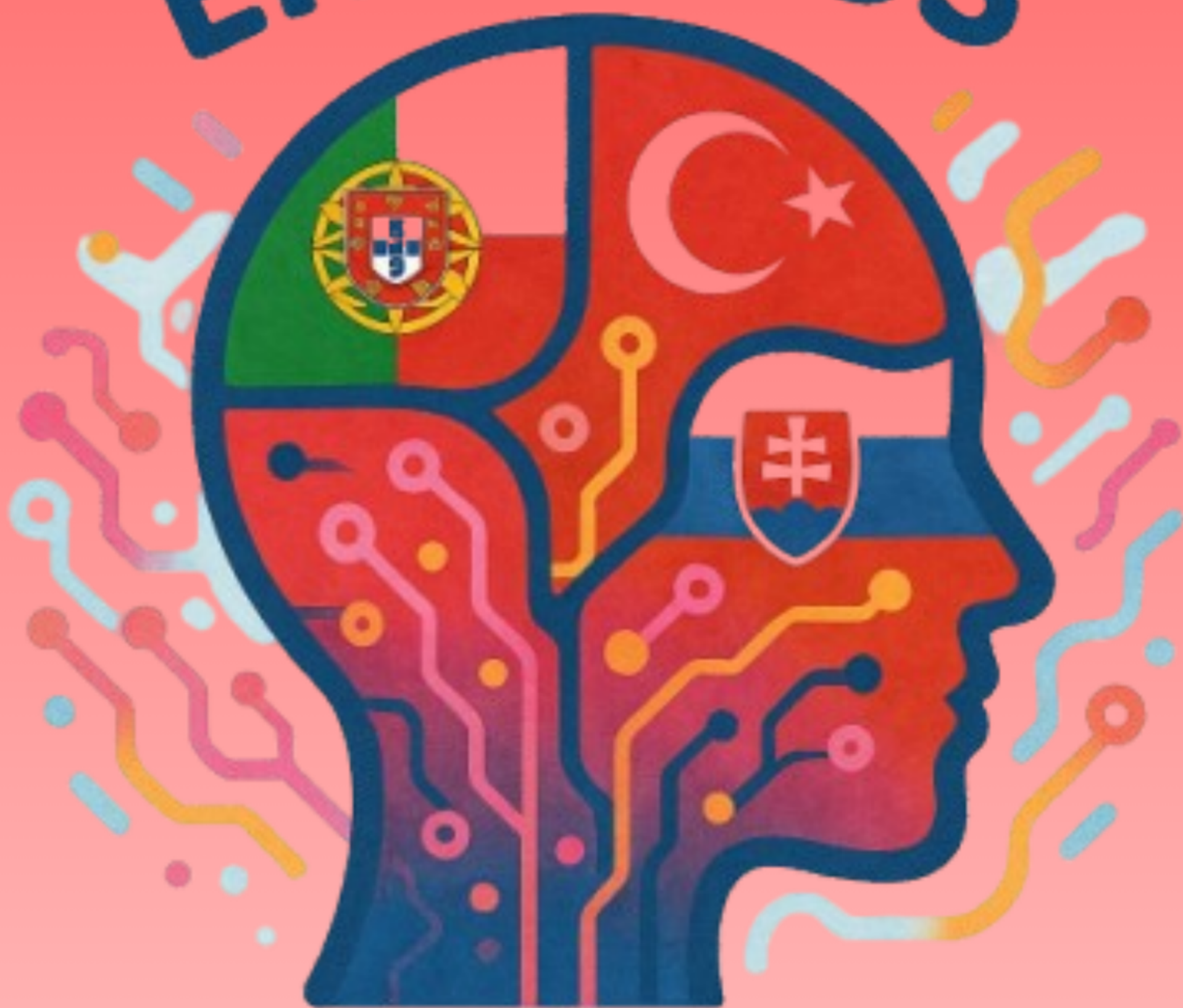
Sharing:

- **Volunteers read their openings**
- **Class gives feedback:**
 - **What was engaging?**
 - **What could be improved?**

Reflection Questions:

1. **How did AI help you generate ideas?**
2. **Did you change the AI ideas?
How?**
3. **Did AI make your writing more creative or less original?**
4. **When is it better to rely on your own ideas?**

ERASMUS



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