



FACILITATE-AI

GUIDELINES FOR FACILITATING THE LEARNING OF ARTIFICIAL INTELLIGENCE
BY SCHOOL STUDENTS OF GRADES 7-12

Guidelines for facilitating the learning of Artificial Intelligence (AI) by School Students of Grades 7-12

Reference Number: 2021-1-CY01-KA220-SCH-000032567

C2 Training course: **Verification of training curriculum and developed learning materials**

Result 2 – A3

Module Number and Area/Topic: **Digital Assistant in Class**

Module owners: **Doukas**

Introduction and Broad Description of the Context and Goal of the area/topic addressed

Digital Assistants (e.g. ChatGPT, Alexa, Siri, Google Assistant) have already been part of our everyday life so, we need to teach & learn our students the way to use them. Recently a break-through new tool – AI chatbot was presented and it was adopted by Education. Consequently, new educational scenarios were created, while accomplishing the objectives of efficient student learning. The learning plan is based on the collaboration of the Departments of Digital Education & Foreign Languages.

Learning objectives and learning outcomes

- Learners understand the way digital assistants operate and process information according to the datasets of this AI environment
- Learners exploit new Vocabulary by getting familiar with AI and geographical features vocabulary
- Learners are introduced to a new grammar point, identifying the need of incorporating digital assistant in the learning process, getting with the specific grammar point: present tenses
- Learners improve knowledge of AI environment features in order to implement it throughout
- Learners should be able to successfully understand and apply the basic principles related to the use and exploitation of this environment
- Learners should be able to properly pronounce relevant vocabulary
- Learners should be able to ask the digital assistant and get the right answer
- Learners should be able to use targeted grammatical structures meaningfully and appropriately in oral and written production.
- Learners should be able to distinguish between conventional and digital assisted lesson
- Learners should be able to work in teams and apply research methods to evaluate AI environment

Competences

- Exploring information and digital content
- Interacting through digital technologies
- Collaborating through digital technologies
- Awareness of digital division and exclusion
- Respecting safety and well-being

Instruments/Tools/Supporting Material/Resources to be used:


- ChatGPT: [OpenAI](#)
- Alexa: [Amazon - What is Alexa?](#)
- Siri: [Siri - Apple](#)
- Google Assistant: [Google Assistant, your own personal Google](#)

Other useful links:

- climate.ec.europa.eu/climate-change/causes-climate-change_en
- climate.ec.europa.eu/climate-change/causes-climate-change_en#causes-for-rising-emissions
- www.un.org/en/climatechange/science/causes-effects-climate-change
- www.epa.gov/climatechange-science/causes-climate-change

PART 1	
Learning Objectives	<ul style="list-style-type: none"> • Learners understand the way digital assistants operate and process information according to the datasets of this AI environment • Learners exploit new Vocabulary by getting familiar with AI and geographical features vocabulary
Learning Outcomes	<ul style="list-style-type: none"> ▪ Learners should be able to successfully understand and apply the basic principles related to the use and exploitation of this environment ▪ Learners should be able to ask the digital assistant and get the right answer ▪ Learners should be able to distinguish between conventional and digital assisted lesson
Competences	<ul style="list-style-type: none"> • Exploring information and digital content • Interacting through digital technologies
Activities	<p>Introduction Activity: Who is our new friend in Class today?</p> <p>In this activity our goal is for students to install the DA and learn how to interact.</p> <p>Activity 1: Today Alexa (or ChatGPT) will help us with Vocabulary!</p> <p>The educator and the students ask DA and DA answers providing the suitable information (more details at the Worksheet "Activity 1")</p> <p>The teacher starts with a warmup activity by asking the DA: What day is today? The answer <<Today is international day of persons with disabilities>> provides the basis for discussion</p> <p><i>We asked Alexa about:</i></p> <p>Cave _____</p> <p>Cliff _____</p> <p>Coast _____</p> <p>Glacier _____</p> <p>Ocean _____</p> <p>Rainforest _____</p>

	Stream _____ Valley _____ <i>Discuss which geographical features in Exercise 1 you'd like to visit and why. You can use these questions:</i> <ul style="list-style-type: none"> • What activities can you do there? • What is the best type of clothing to wear? • What are some good things to bring with you? • Who would you like to visit the place with and why?
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PART 2	
Learning Objectives	<ul style="list-style-type: none"> • Learners exploit new Vocabulary by getting familiar with AI and geographical features vocabulary • Learners are introduced to a new grammar point, identifying the need of incorporating digital assistant in the learning process, getting with the specific grammar point: present tenses
Learning Outcomes	<ul style="list-style-type: none"> ▪ Learners should be able to properly pronounce relevant vocabulary ▪ Learners should be able to use targeted grammatical structures meaningfully and appropriately in oral and written production.
Competences	<ul style="list-style-type: none"> • Exploring information and digital content • Interacting through digital technologies • Collaborating through digital technologies • Awareness of digital division and exclusion
Activities	<p>The educator and the students ask DA and DA answers providing the suitable information (more details at the Worksheet "Activity 2")</p> <div style="text-align: center;">  <p>What is Present Perfect?</p> <p>Present Perfect is a grammatical combination of the <i>present</i> tense and <i>perfect</i> aspect that is used to express a <i>past</i> event that has <i>present consequences</i> (=results)</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin-right: 10px;"></div> + <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin-right: 10px;"></div> → <div style="border: 1px solid black; width: 60px; height: 20px; margin-right: 10px;"></div> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 60px; height: 20px; margin-right: 10px;"></div> </div> <p>Present perfect - Wikipedia</p> </div>

How is Present Perfect formed?

Present perfect

It is formed with the auxiliary (=helping) verb have and the third form of the main verb (past participle)

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What is Present Perfect Continuous?

A tense that expresses an unbroken action continuing at the present time, started at the recent past.

It is formed by using *have been* with *present participle*

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What is the different between Present Perfect simple and Simple Past?

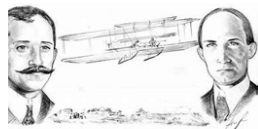
Activity 3: Today Alexa (or ChatGPT) will help us with climate change

The educator and the students ask DA and DA answers providing the suitable information (more details at the Worksheet "Activity 3")

What expression did you learn today?

The _____

What day is today?



What is a shark?



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PART 3	
Learning Objectives	<ul style="list-style-type: none"> • Learners understand the way digital assistants operate and process information according to the datasets of this AI environment • Learners exploit new Vocabulary by getting familiar with AI and geographical features vocabulary • Learners are introduced to a new grammar point, identifying the need of incorporating digital assistant in the learning process, getting with the specific grammar point: present tenses • Learners improve knowledge of AI environment features in order to implement it throughout • Learners understand the way digital assistants operate and process information according to the datasets of this AI environment • Learners improve knowledge of AI environment features in order to implement it throughout
Learning Outcomes	<ul style="list-style-type: none"> • Learners should be able to ask the digital assistant and the get the right answer • Learners should be able to distinguish between conventional and digital assisted lesson • Learners should be able to work in teams and apply research methods to evaluate AI environment
Competences	<ul style="list-style-type: none"> • Exploring information and digital content • Interacting through digital technologies • Collaborating through digital technologies • Respecting safety and well-being
Activities	<p>Activity 4: Studying a phenomenon with the help of a DA in order the students to produce an Infographic</p> <p>The aim of the activity is to understand the issue of Climate Change, to exploit a phenomenon and produce an infographic as a result of the use of information given by an AI Digital Assistant (Alexa, Siri, Google Assistant etc.). The AI tool will give to the students all the necessary information. The educator should guide the students to move from the general to specific and keep only the data, which are useful for the construction of a successful Infographic. Here is an example for the phenomenon of Climate Change. The steps of the deployment interacting with a digital assistant in class are:</p> <p>A. <u>Definition of the phenomenon:</u> The student asks: <i>What is climate change?</i> DA: Presents information from one source (e.g. Wikipedia)</p> <p>B. <u>Causes of the phenomenon</u> Student asks: <i>Which are the causes of climate change?</i> DA: Presents information from one source (e.g. EPA United States Environmental Protection Agency). The students continue asking more questions and collect information in order to construct the Infographic.</p> <p>C. <u>Specific & explanatory data</u></p> <ol style="list-style-type: none"> 1. Green house gases 2. Fluorinated gases 3. Burning Coal 4. Increasing livestock farming 5. Fertilizers containing nitrogen <p>D. <u>Stakeholders statistics</u></p> <ol style="list-style-type: none"> 1. UN data 2. Greenpeace 3. Scientific partners

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