

## ARG ELT Week 2023

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# AI Monster

## Lesson Plan by Full-time Remote English Teacher Lucía Navarro

### Topic

Describing parts of the body.

### Aims

- To foster digital literacy
- To help students interact with AI tools
- For students to understand and be able to use language items related to parts of the body.
- To help students better understand and create descriptions of monsters
- To talk about famous monsters
- To encourage students to challenge their imagination and creativity
- To create a space for student interaction

Age Group and Level	Time	Materials	Objective	Modality	Language Items
Primary – 4 <sup>th</sup> grade – CEFR A1  This would be children of around 10	45 mins	Slideshow, DALL.E, Immersive Reader for Websites	For students to produce a description of a monster for an AI to generate a picture of the monster.	In person classroom lesson. Could be adapted into an online environment.	Parts of the body: legs, arms, eyes, mouth, head, feet, hands.

to 11 years old.					
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## Procedure

<b>Before the lesson</b>	Teacher will need to have all the materials ready and websites at hand.
<b>Greeting</b> 1 minute	Teacher greets students, asks students how they are feeling and what the weather is like.
<b>Goals</b> 4 minutes	As a whole class activity, teacher elicits the goals for the class, showing a picture of a monster with multiple parts. Teacher shows DALL.E to the students, generating some images as an example and then mentions how today, they will write a description for the AI to generate their monsters. Teacher shows some famous monsters and elicits their names, such as Big Foot and Nessy to help students set the context.
<b>Monsters</b> 3 mins	Teacher asks students to draw a monster in two minutes, just whatever comes to their minds first. The teacher also draws a monster (on the whiteboard / poster/ projector).
<b>Language items and matching activity.</b> 5 minutes	Teacher points to the different parts of the body of the monster and drills the pronunciation of them. Teacher elicits the number of each of the parts, for example “two feet, three eyes, etc.” After that, teacher splits the monster into its different parts and students have to match them to labels with the names of said parts. As they match each part, students mention the number of parts that their monster has.
<b>Building the descriptions.</b> 5 minutes	Teacher shows her monster and encourages students to describe it. “Is it big or small? What colour is it?” Then, they build the description together, by completing a template.
<b>Imagine and generate pictures</b> 10 minutes	Teacher asks students to close their eyes and then encourages students to imagine the monster she/he/they describes. Teacher asks students to open their eyes and look at some pictures which had been previously generated with the DALL.E AI tool. Teacher asks if that is the monster they had imagined.  Now, teacher encourages students to provide (by raising their hands) one part of the description of another monster. This way, one student mentions the colour, another mentions the number of arms, another the number of heads and so on.
<b>Main Activity</b> 10 mins	Students write a description of the monster they had drawn at the beginning of the class. They share the description and drawing with a classmate. In order to do this, they brainstorm questions to ask their classmates. “What does your monster look like?” “How many arms has it got?” “What colour is it?” After sharing, teacher enters the description into DALL.E and they compare the drawing to the AI-generated picture as a whole class activity. “Is it similar or different?” “Which one is your favourite?”
<b>Summary and Reflection</b>	Teacher and students reflect on what they worked on, and check whether they have accomplished their objectives. Have they been able to write a description so that the AI could generate a picture? Did they know about this tool before the class? Did they like the pictures? Did they enjoy the activities? They also check

<p><b>Whole class</b></p> <p><b>3 min</b></p>	<p>which parts were the easiest, and on which ones they need to work on more.</p> <p>After that, the teacher shows a conversation with Chat GPT, asking about what an A.I (Artificial Intelligence) is:</p> <p><i>How would you describe the use of AI to a child?</i></p> <p><i>Artificial Intelligence (AI) is like having a smart robot friend that can learn and think like a human. Just like you learn new things from your experiences, an AI can learn and get better at doing things too.</i></p> <p><i>For example, imagine playing a game with your friends where you have to guess the name of an animal. If you play this game often enough, you will get better at it and start to recognize patterns. AI works in a similar way. It can analyse a lot of data and find patterns to help it recognize things like animals, objects, or even people's faces.</i></p> <p><i>AI can also help us do things faster and more accurately. For example, it can help doctors diagnose diseases, or help teachers grade papers. And just like you have a memory, AI can remember things too, which can be really helpful in certain situations.</i></p> <p><i>Overall, AI is like having a very smart and helpful friend who can learn and remember things to help us in our daily lives.</i></p> <p>By knowing this, students are invited to reflect on how they have learnt how to draw, where they draw their inspiration from and how they are still learning new abilities.</p>
<p><b>Setting homework</b></p> <p><b>3 mins</b></p>	<p>Teacher explains that for homework, students have to write a description of a monster. For the next class, the teacher will bring the AI-generated pictures but also some pictures that do not match any of the descriptions that the students provided. In that class, students will have to discover which are the “imposter” pictures. They will find these pictures by matching the descriptions to the pictures, and the one that are not matched to any, are the imposters. There should be then some that are remarkably similar to the descriptions provided by the students, but with a minimal difference.</p>
<p><b>Greetings</b></p> <p><b>1 min</b></p>	<p>Teacher greets goodbye and thanks students.</p>

**Note for teachers:** This lesson could be turned into a whole project or a series of lessons. Of course, this depends on the teacher’s and students’ interest on the topic and the possibilities they find to extend the topic or use of the AI tools. This lesson plan is just an introductory idea of what could be done with this type of tools.