Using AI to help plan potential topics for MFL Classroom Based Assessment 1

Oide

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Resource Information:

Brief Description: In this activity, students will have the opportunity to utilise AI tools to generate potential topics for their MFL Classroom Based Assessment 1 presentation related to MFL culture, ensuring the topic and content is within their communication ability and not too advanced for their level.

Level: Junior Cycle MFL

Duration: 60 minutes

Objectives:
- Students will understand the purpose of the MFL Classroom Based Assessment 1 presentation in their language learning journey.
- Students will be able to use AI to generate topic ideas related to MFL culture.
- Students will be capable of evaluating topics based on personal communication ability and select a topic that is relevant and adequate to their language proficiency level.

Required Materials:
- Computers or tablets with internet access
- AI tool of choice.
- List of topics covered so far (Sample offered in Appendix 1)
- Accompanying Handout (Appendix 2)

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Lesson Plan:

1. Introduction to CBAs (10 minutes)
- Introduce CBA1 requirements and the importance of selecting a suitable topic for presentations.
- Brainstorm topics that have been covered in class and how they could be transformed into presentations or role plays.
- Engage students with a brief discussion on their favourite aspects of culture and why they find them interesting and identifying which they would be able to present on based on their language proficiency.

2. Exploring AI Tools for Presentation Idea Preparation (10 minutes)
- Demonstrate how the AI tool works and its purpose in generating topic ideas. (See Appendix 1)
- Discuss and debate common misconception: Assuming that the AI tool can create your entire presentation and you don't have to do anything.
- Discuss the role that AI and the learner need to play in making sure that it is a fair experience where the student is applying their knowledge, whilst being inspired by the ideas generated by AI.

3. Guided Practice: (20 minutes)
- Provide students with hands-on practice using the AI tool to generate topic ideas
- Scaffolded questioning from easy (e.g., "What questions could I ask an exchange student if I wanted to get to know them based on what I know how to say?") to more challenging (e.g., "What ideas do you have about talking about famous Spanish footballers for my CBA")
- Monitor student performance by walking around the class, offering guidance, and checking topic selections.

4. Independent Practice (20 minutes)
- Instruct students to select a topic from the generated list that they feel confident presenting on.
- Task students with outlining key points they would cover in their 2-minute presentation.
- Emphasise that the topic should be culturally relevant and within their language proficiency level.
- Highlight the usefulness of the conversation prompts from Appendix 1

5. Wrap-up and Reflection (5 minutes)
- Conduct a brief sharing session where students volunteer to share their chosen topics and why they feel confident presenting on them.
- Summarise the importance of effective planning and structuring your CBA topic.

Homework:

- Research further information about the chosen topic to enhance their presentation.

Assessment:

- Students will be assessed on their ability to effectively outline and structure their essay using AI tools, ensuring that their essay includes key components such as an introduction, three supporting paragraphs with relevant ideas, and a conclusion that are all relevant to their own language level.

Extension Activity:

- For early finishers, encourage them to start drafting a script for their presentation or create a visual aid to accompany their speech.

Appendix 1: Junior Cycle List of topics covered before CBA1

Use the following list as a Data set you can input into your AI tool to generate some ideas for CBA1. Note that this list may be different from class to class. Edit in accordance to your needs.

- Greetings
- The classroom
- Descriptions: physical, personality
- The family
- The house
- Household chores
- The school: building, subjects, facilities, rules, extracurricular activities, the timetable, the school day
- The Daily routine
- Pastimes and hobbies
- Fashion
- Cinema and television
- Food
- My neighbourhood, my city, my town
- Comparatives

Appendix 2: Conversation Prompts for planning CBA1

Use the following prompts to aid engagement with the AI tool you are using to plan a topic that is relevant to your CBA1.

1. Relevant scenario: Working Alone

Help me think of some ideas for my CBA presentation. I want to work alone and do a presentation on a cultural aspect of _____ culture that must last two minutes.

The topics I have covered so far are.   (INSERT LIST OF TOPICS)
The grammar tenses I know how to use are (INSERT LIST OF GRAMMAR TENSES)

*Provide me with **4** ideas that I could present on.*

Make sure that the content is suitable for my level (A2 Spanish)

2. Relevant scenario: Working with a Partner

Help me think of some ideas for my CBA presentation. I will work with a partner and do a presentation on a cultural aspect of _____ culture that must last four minutes.

The topics I have covered so far are.   (INSERT LIST OF TOPICS)
The grammar tenses I know how to use are (INSERT LIST OF GRAMMAR TENSES)

*Provide me with **4** ideas that we could present on. It could be a traditional presentation with or without visual aids, the demonstration and explanation of a visual aid or a role play scenario.*

Make sure that the content is suitable for our level (A2 Spanish)

Appendix 3: Accompanying handout

Topic: Using AI to Plan Potential Topics for CBA1

Name: _____

Instructions: As you go through the lesson, use this worksheet to record your learning and planning process for your CBA1 presentation.

Parte 1: Understanding the CBA1 Presentation
1. What is the purpose of the CBA1 presentation in your language learning journey?
_____
_____
_____

2. List 3-4 topics you have covered in class that could be used for the CBA1 presentation.

_____
_____
_____

Parte 2: Exploring AI Tools for Preparing your Presentation Ideas
3. What misconception about AI tools did you discuss in the lesson?
_____
_____
_____

4. Describe how you will use the AI tool to generate topic ideas.
_____
_____
_____

Parte 3: Guided Practice with the AI Tool
5. List 3 topic ideas generated by the AI tool that you feel are suitable for your CBA1 presentation.

_____
_____
_____

1. Which of these topic ideas do you feel most confident presenting on? Why?

_____
_____
_____

Parte 4: Selecting and Planning Your CBA1 Presentation Topic
6. What topic have you selected for your CBA1 presentation?
_____
_____
_____

7. Outline 3-4 key points you would cover in your 2-minute presentation on this topic.

_____
_____
_____

Parte 5: Reflection

8. Why do you feel the topic you selected is relevant to Hispanic culture and within your language proficiency level?

_____
_____
_____

9. What is one thing you learned from using the AI tool to generate presentation ideas?

_____
_____
_____