ASSURE Lesson Plan

Analyse learners	• General Characteristics: Preparatory year students, ages 15-16. They are at an Elementary/ Pre-intermediate (A2) English proficiency level. They are comfortable using digital tools for learning. • Entry Competencies: Students are familiar with movie genres and visual elements of film posters and they are able to write paragraphs. Students have basic digital literacy and they are expected to use AI tools with guidance. • Learning preferences: visual and auditory learners
State objectives	By the end of the lesson, students are supposed to be able to: • Write a descriptive paragraph introducing a film poster they created using AI, • Use film-related vocabulary (e.g., genre, setting, characters, atmosphere) • Create an appropriate title for their own movie • Use AI tools in order to create an image by writing a clear prompt • Reflect their opinion about AI-supported learning experiences Language Skills • Writing: explain the posters in the pre- and target tasks
Select instructional methods, media, and materials	• Instructional methods: task-based learning, individual work • Technology: Gemini (creating image) • Media: Images that created by Gemini • Materials: Worksheet, technological tools such as smartphones, computers
Utilize media and materials	• Preview the Material: Teacher creates a movie poster, ensures that qr code and link are active, checks the internet access and functionality of the selected AI tool. • Prepare the Environment: The classroom seating is arranged to support individual work and all devices are checked to ensure they are in a working condition and have internet access. • Provide the Learning Experience: Students individually examine the sample film poster and complete the first section of the worksheet. Then, they write a clear prompt to create a film poster for their own movie by using an AI tool (Gemini). After creating their posters, students compare their AI-generated posters with the sample poster and write a paragraph about the similarities and differences.

Require learner participation	• Pre Task: Students observe the AI generated sample poster and complete the related parts about it. • Target Task: Students work individually to design their own film scenario. Each student writes a clear prompt and uses Gemini to create a film poster for their own movie by using the prompt they wrote. • Post Task: Students examine the sample and their own posters and identify the similarities and differences between them. Then, they write a comparison paragraph about it and a reflection paragraph about using an AI tool for creating an image.
Evaluate and revise	• Assessment of Learner Achievement: The primary assessments are the prompt they write to use while creating a poster via Gemini in the fourth section and the comparison paragraph completed in the fifth section of the worksheet. The paragraph will be evaluated to determine whether the students mention the differences and similarities between the two posters, and whether they use the film-related vocabulary and appropriate language. The prompt will be evaluated according to the image that Gemini created and what students want to create. • Evaluation of Strategies & Technology: The Teacher evaluates students based on how effectively they use the AI tool to transform their thoughts into a visual. • Revisions: If students have difficulty writing a clear and effective AI prompt, future classes can include more examples and helpful instructions. The worksheet and AI guidance could be improved.

Elif Tezer

Seçil Sırlan