

Lesson Plan: AI Art-Based Vocab Building & Creative Expression

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Topic of the lesson: Commemorating International Holocaust Remembrance Day

Background information

This lesson plan has been created for the purpose of international collaboration (within the eTwinning project *Vote4Democracy Ambassadors*, which is a part of the school's curriculum) on **the International Holocaust Remembrance Day** (Jan 27) **2024**. The Day was commemorated (within the eTwinning project *Down EU Avenue* with the same partners) last year; all the activities were disseminated in the collaborative Padlet [HERE](#). Most students have already watched the film *Europa, Europa*; they have read, critically evaluated and commented on the EU Charter of Fundamental Rights, and have already participated in the activity of creative writing (writing personal poems or creating blackout poetry based on a page from Anne Frank's Diary). The students who have not done (and are willing to do) the tasks will have the opportunity to do them at home.

Type of the lesson: AI art-based vocabulary building & creative expression (writing & song creation);

cross-curricular subjects: Civic Education (goo A.4.3.), Sustainable Development (odr A.4.1.),

Personal Development (osr B.4.1.-2.), Learn How to Learn (uku A.4/5.3.-5., uku B.4/5.4., uku D.4/5.2.),

ICT (ikt A.4.1., ikt A.4.3., ikt C.4.3. ikt C.4.4., ikt D.4.1., ikt D.4.3.), Health (zdr B.4.1/B.)

Aim: Encouraging independence in language mastery; outcomes defined by Croatian National

Curriculum: SŠ (1) EJ C.1.1.-3.; SŠ (1) EJ C.1.4.-5.; SŠ (1) EJ C.1.6.

Learning objectives:

- to explore the use of AI-generated art (Bing-created images, stories, blackout/haiku poems and vocabulary flashcards, Runway videos and Suno-generated songs with Holocaust theme) as a tool for enhancing vocabulary building, critical thinking and creative expression in English language learning;
- to create a practical, engaging, and interactive learning experience for students;
- to improve students' vocabulary retention through visual association and real-life-problem discussions.

Learning outcome: By the end of the lesson students will be able to use different AI-tools (Bing/ChatGPT, Bing Image Creator, Ideogram, Runway and Suno AI) for prompting and generating images, (assisted) creative writing (poem/haiku/short story), creating music/songs, vocabulary building and language learning through image descriptions (and, optionally, storytelling or creating quizzes). The students will share love, peace and hope through poetry and music before/on the International Holocaust Remembrance Day.

Teaching materials and aids:

- reliable Internet connection; access to free natural language processing AI-tools ([ChatGPT](#), [Bing Copilot](#)) and AI Art Generators ([Bing Image Creator](#), [Ideogram](#), [Runway](#), [Suno AI](#)) and platforms for creating word games/quizzes ([Genial.ly](#) or [Quizlet](#)); a projector or screen, a computer, mobile phones;
- teacher's Bing-generated images depicting Holocaust and Runway-generated videos; teacher's personal blackout poem *Lost Bet* (based on a page from Anne Frank's Diary), teacher's Bing-assisted haiku (based on the blackout poem's lyrics) and Suno-generated song;
- paper handouts for students containing empty tables with 3 columns for vocabulary items or a link to a Google document (with the same content) for every group; a collaborative Google forms (to gather all groups' materials); Bing-generated tables with topic vocabulary (if necessary); handout with a story *Miriam's Promise*;
- [YouTube video](#) on prompting & AI-generating images; rubric for self-/peer-evaluation

Target group: students aged 15-19; **Duration:** 90 minutes (a double-lesson in Croatia)

Instructions – Lesson organisation

Warm-up (20 minutes)

Activity 1 (Discussion) Begin by discussing the importance of teaching/critically evaluating real-life matters/problems in English class and using visual aids in language learning. Ask students which matter they think would be relevant and to share their experiences using visuals in the classroom. (5 min)

Activity 2 (Introducing the objectives & outcome of the lesson) Introduce the main activity: AI Art-Based Vocabulary Building while referring to Jan 27 (maybe some students will know the importance of the date). Explain that students will create images and (creative) texts (related to a current topic) and build-up their vocabulary using AI Art Generators. (5 min)

Activity 3 (Introducing the topic – Describing images & discussion) Introduce teacher's materials (images and videos, see below) and ask students to describe the images/video, trying to elicit the lesson's topic (Commemorating International Holocaust Remembrance Day). Discuss the importance of the topic, provide back-up information, relate to other relevant, past and current (inter)national circumstances. (10 minutes)



Image generated by Ideogram; [video](#) (Runway) Image generated by Bing; [video](#) (Runway)

Main part (50 minutes)

Activity 1 (Describing images & vocabulary building) Students work in groups of 3-4 to describe the images in detail, trying to name everything they can see and feel, and fill in the vocabulary table on a handout (sorting out nouns, adjectives/adverbs and verbs). Start by sorting out some of the words used in the previous activity. Instruct students how they can get AI-generated vocabulary in a table (teacher's results are below). Share all vocabulary in a collaborative Google document. (15 min)

NOUNS	ADJECTIVES/ADVERBS	VERBS
woman soldier	pessimistic	mourning
candle	sad	light (lit)

Bing-generated table with vocabulary depicting the first Holocaust image

Nouns	Adjectives/Adverbs	Verbs
Woman	Dark	Walking
Coat	Gloomy	Flying
Hat	Abandoned	Billowing
Suitcase	Barren	Surrounding
Buildings	Ominous	Ascending
Sky	Gloomy	Fading
Smoke	Black	Emanating
Birds	Mysterious	Hovering
Barbed wires	Desolate	Stretching
Ground	Cloudy	Casting

Bing-generated table with vocabulary describing the second image

Nouns	Adjectives/Adverbs	Verbs
Earth	Bright	Glowing
Candles	Dark	Illuminating
Clouds	Mysterious	Reflecting
Light	Warm	Burning
Flames	Golden	Shining
Horizon	Ethereal	Flickering
Night sky	Celestial	Radiating
Candle holders	Illuminated	Melting
Wax	Majestic	Rising
Atmosphere	Mystical	Rippling

Activity 2 (Generating images & prompting, vocabulary reinforcement) Instruct the groups to use ChatGPT/Bing to find out the meaning of the words they do not know (there are always new, challenging words students will try to avoid). Ask the groups to use Bing Image Creator to generate images that represent (some of) the gathered vocabulary items (every group's vocabulary can be used to generate one image, or students decide to add other groups' words and then generate an image).

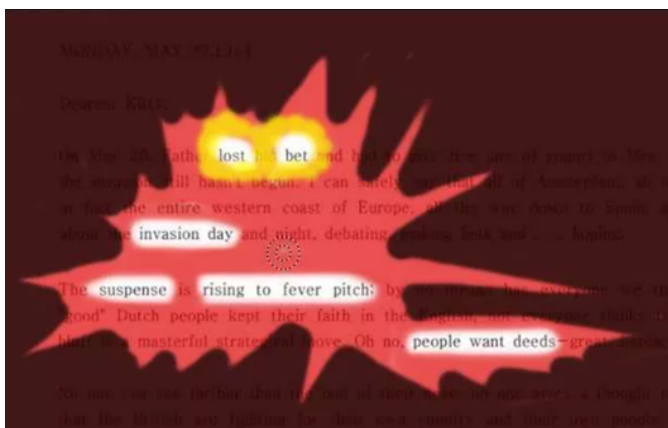
Students can also generate images based on the prompts, using the words from the table. Teach students the importance of writing a detailed prompt if they want AI to generate a specific image. (A useful video on prompting and AI-generating images is [HERE](#); you may watch it with students. If necessary, present teacher's difficulty to generate the first Holocaust image from the prompts; refer to sensitive topics, such as Holocaust.) Ask students to compare their images with the teacher's and to be ready to present their findings to the class at the end of the lesson. (10 minutes)

Teacher's 1-st/2-nd-trial **prompt**: Create an image that depicts the Holocaust/World War II theme in a realistic, but a bit artistic way. The image should be able to convey the gravity of the situation while being respectful to the victims. The image should be in black and white, and it should show the concentration camps, the prisoners, and the guards. The prisoners should be shown in a way that conveys their suffering, but without being too graphic. The guards should be shown in a way that conveys their cruelty, but without being too violent. The image should be suitable for high school students and should not contain any explicit or graphic content. (Bing issued a warning with an explanation that it can't create such an image.)

Prompt 3: The image depicts the World War II theme in a realistic, but a bit artistic way. The image should be able to convey the gravity of the situation while being respectful to the victims. The image should be in black and white, and it should show the concentration camps, the prisoners, and the guards. The image should be suitable for high school students and should not contain any explicit or graphic content. (Image created by [Ideogram](#))

Activity 3-5 (Station work – Vocabulary reinforcement & creative writing/gamification) Encourage creativity, critical thinking and artistic interpretation. Students work in groups. There are 3 different tasks for them to choose from – they can work on all tasks, moving from one station to another, or they can decide to work on only one or two tasks. **(25 minutes)**

1) Ask students to choose 5 (or more) topic words and try to **write a haiku**. Explain what a haiku is (*unrhymed poetic form consisting of 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively*, [Source](#)), and present teacher's examples of blackout poem and a Bing-assisted haiku (see below): **Invasion day dawns/Suspense rising – fever pitch/People want deeds done**. (Students should be allowed to get AI-assistance while writing a poem, BUT strongly advise them to adapt and personalise the generated text.) Finally, instruct students how to use Suno AI and **create AI-generated music**, using the poems they have created/written (they may use their poems created on the Holocaust Day 2023); use teacher's example below.



Teacher's **blackout poem**

**Invasion day dawns
Suspense rising - fever pitch
People want deeds done**

Teacher's AI-assisted **haiku**

Suno-generated song (based on teacher's haiku) is [HERE](#)

2) Prepare a handout with the story *Miriam's Promise* (Bing-generated, based on teacher's 1st Holocaust image). Ask students to read it, underline the main parts of the plot, expand their vocabulary and **write a story based on their images**, using topic vocabulary. They can use AI language models to generate parts of their story while integrating AI-generated art to illustrate key plot points (and make other students guess what their story is about in the final part of the lesson).

Miriam's Promise (Bing-generated story with bolded key plot points)

Miriam had survived the horrors of the concentration camp, but at what cost? She had lost her family, her friends, and her faith in humanity. As she walked through the ruins of the camp, clutching a suitcase filled with letters from fellow inmates, she couldn't help but feel guilty for being alive. Why had she been spared when so many others had perished?

As she walked, **memories flooded back** - faces of friends and family who were with her but are no more. Yet amidst this overwhelming grief, there's an unyielding spirit within Miriam to bear witness to their lives. **The Climax: She decides to dedicate her life to sharing these stories with the world.**

Years pass; **Miriam becomes a renowned author and speaker on Holocaust education.** The **letters from the suitcase are published into a book** that touches millions globally. **The Resolution:** Though marked by unspeakable tragedy, through sharing these narratives, every word written becomes an act of defiance against oppression and a tribute to those lost.

Miriam's promise to never forget the atrocities committed during the Holocaust is a testament to the resilience of the human spirit and the power of storytelling.

3) Ask students to create a **vocabulary quiz** (using words from the lesson or their story), using [Genial.ly](#) or [Quizlet](#) (for everyone to play at the end of the lesson). These may be advanced students. Check [HERE](#) what was created by teacher's students in their English class.

Presentation & Discussion, Assessment (15 minutes)

Activity 1 (Presentation, Discussion) Each group presents their images, (haiku) poems, Suno- generated songs and stories on a shared screen. Presenters may choose to display their image-collages and challenge other participants to identify the words associated with the images or guess the plot parts. A brief constructive feedback-discussion is facilitated after each group's presentation. Play a [vocab quiz](#).

Activity 2 (Assessment) Prepare evaluation rubric (a scoring guide) for self-/peer-assessment. Every student should assess his/her own work and group contribution, as well as the work/contribution of every student within his/her group. Summative assessment is not obligatory.

Criteria	Excellent (3 points)	Good (2 points)	Poor (1 point)
	Active participation, great contribution	Active in some activities (mostly the one of interest), contributed to some extent	Not very active, did not contribute much
Group work			
Image description			
Vocabulary building			
AI-generating activities			
Creative expression			
Presentation			

6-9 (Pass); 10-12 (C); 13-15 (B); 16-18 (A)

Reflection (5 minutes)

Activity 1 (Discussion) Discuss the benefits of the lesson (activities) and encourage participants to reflect on how they can adapt these activities to their English classes.

Homework Assignment

Students who participate in the eTwinning project will add their work to the collaborative [Wakelet collection](#) and interactive [Genial.ly image](#) (some work is already there), and later to the [Spatial.io gallery](#) for the other partners to see.