STEAME TEACHER ACADEMY

STEAME ACADEMY
TEACHING FACILITATION LEARNING & CREATIVITY PLAN (L&C PLAN) - LEVEL 1
STUDENT TEACHERS: Exploring and presenting AI tools within school assignments

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1. Overview

Title	**Exploring and presenting AI tools within school assignments**
Driving Question or Topic	Are there artificial intelligence tools that can help us do our jobs better and more efficiently?
Ages, Grades, …	AGES:13-18 7th - 12th grade
Duration, Timeline, Activities	5 LEARNING HOURS 5*45 MINUTES 3 ACTIVITIES
Curriculum Alignment	Cost and revenue, Quality and profit optimization, Research, Evaluation Strategies, Artificial Intelligence tools in education
Contributors, Partners	
Abstract - Synopsis	Students are asked to plan and implement a school activity. For the purposes of this LCP, suppose this activity is a charity bazaar. As part of the planning of the activity, they should think about what activities need to be done in order to attract the attention and participation of more people, to be implemented by students in collaboration with the parents' association and their teachers and to generate enough profit to be donated to charity. In the context of planning and promoting the event, students search for and use artificial intelligence tools that will help them implement their goals more easily, quickly and efficiently. The use of artificial intelligence tools is nowadays and, in the future much more, a necessary skill that a human should have in order to meet the modern demands of society.
References, Acknowledgements	

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2. STEAME ACADEMY Framework*

Teachers' Cooperation	● **1st Teacher (T1) -Student Teacher of Mathematics or Economics** Discussion on the importance of the charity bazaar, the population that should raise awareness and involvement, students, parents, teachers both in the organization and implementation. Discussion and organization of the financial part of the charity bazaar, the cost of the activities and the financial benefit they are expected to have from each activity as well as ways to optimize quality and profit.

	Classroom.

	• 2nd Teacher (T2) -Student Teacher Computer Science
	    Support the activities of searching, evaluating, and using appropriate artificial intelligence tools that could help optimize efficiency both in the design of the charity bazaar and in the advertising of the activity.
	    Classroom (use of tablets, smartphones or laptops).

STEAME in Life (SiL) Organization	Raising awareness of society to be interested in the problems faced by our fellow human beings and to participate in charitable activities is in itself a very important activity. At the same time, however, it is very important to develop individual and group skills of using artificial intelligence tools to improve students' efficiency in the context of any activities they undertake to carry out.
Action Plan Formulation	**STAGE I**: Preparation by one or more teachers [STEPS 1-4], and **STAGE II**: Action Plan Formulation [Preparation STEPS 1-3]… Refers to the creation of this Learning Plan, by teachers in collaboration. **STAGE II**: Action Plan Formulation [Development STEPS 4-11]… Refers to the realization by the students of the four activities of the Learning Plan. The support, feedback and evaluation by the teachers is accompanying throughout the implementation of the activities and not only the final result.

under development the final elements of the framework

3. Objectives and Methodologies

Learning Goals and Objectives	By the end of the L&C Plan, students should be able to know and complete the following: • Design and implementation of a school activity e.g. charity bazaar • Cooperation, coordination between teachers, parents and students for the implementation of joint activities. • Cost calculation and profit optimization • discovery and use of Artificial Intelligence tools for the easiest, fastest and most efficient planning, organization and implementation of actions.
Learning Outcomes and expected Results	The aim of the project is to sensitize students, teachers and parents to participate and contribute to the charity bazaar but at the same time to develop skills of discovery and use of appropriate artificial intelligence tools that will improve the quality and efficiency of the work, students have to do, to achieve their goals.
Prior Knowledge and Prerequisites	Basic knowledge of computer use Basic Math Skills
Motivation, Methodology, Strategies, Scaffolds	The teaching process is based on the skills that students will acquire through their involvement in planning, organizing, assigning responsibilities and responsibilities to various groups for the implementation of a charity bazaar at school in collaboration with teachers and parents. During this organizational process and the planning of activities, students should look for and exploit the capabilities of an artificial intelligence "partner" who will help with his own suggestions for the better involvement of all collaborating bodies, advertising and optimization of profit from the activities to be carried out. This process itself is very interesting and the skills that will be acquired especially with the use of artificial intelligence are on the one hand very popular among young ages, but at the same time necessary for the society of the future.

4. Preparation and Means

Preparation, Space Setting, *Troubleshooting Tips*
 	
Resources, Tools, Material, Attachments, Equipment
	All deliberations regarding the planning and preparation of the charity bazaar can take place within the classroom, utilizing tablets, smartphones, or laptops. (with the support of the teachers).
	
	● AI tools in education
	
	    ○ [EN] A Generative AI Primer (UK National Centre for AI)
	    ○ [EN] Shaping the Future of Education: Exploring the Potential and Consequences of AI and ChatGPT in Educational Settings
	    ○ [EN] Future Tools: Listing of Over 2000 AI Tools

Health and Safety	

5. Implementation

Instructional Activities, Procedures, Reflections	The proposed plan can be effectively executed within a time frame of five learning hours. Each of the three planned activities should incorporate the utilization of artificial intelligence (AI) tools. Consequently, T2 is tasked with providing support for these activities, including tasks such as researching, evaluating, and selecting suitable AI tools. These tools are intended to enhance efficiency in designing the charity bazaar, promoting the event through advertising, and ultimately optimizing both the quality of the event and the potential profit. 1. First explanatory meeting (1 learning hour) T1 will help students engage in discussions about the importance of charity bazaar. These discussions will cover topics such as the target population that needs to be informed and participate in the event. In addition, T1 will involve students, parents and other teachers both in the organizational planning and in the actual implementation of the charity bazaar. For example, it will help in the involvement of the school's choir or dance group and in the strengthening and meaningful participation of the school's parents' association. All potential co-organisers must be present at the first exploratory meeting. 2. Financial aspects of the charity bazaar (1 learning hour) T1 will assist the students in engaging in discussions about the financial aspects of the charity bazaar. These discussions will cover

topics such as estimating the costs associated with various activities and projecting the financial benefits expected from each activity. Additionally, T1 will help students explore strategies to optimize both the quality of the event and the potential profit.
All potential co-organisers should be present at the second meeting also.

3. Finalizing and promoting the event

<div align="right">(3 learning hours)</div>

At the final meeting, T1 and T2 help students and co-organizers finalize their actions for the charity bazaar. Once this is done, students are divided into groups and use AI tools to design invitations, posters, promotional voices or videos, and other actions on social media to promote the charity bazaar.

T1 and T2 provide ongoing support, feedback, and evaluation.

Assessment - Evaluation	Continuous and parallel feedback and evaluation occur throughout the entire duration of all three activities.
Presentation - Reporting - Sharing	The entire third activity concerning the creation of invitations, posters, promotional voices or videos and other actions on social media to promote the charity bazaar, is an activity of sharing and presenting of all the students' work.
Extensions - Other Information	Students in each group who will create posters, audio and videos spots, as well as other actions, will be trained in the use and utilization of various artificial intelligence tools. These skills can be passed on, describing how they worked in new meetings, to the students of the other groups or to the rest of the students of the school.

STEAME ACADEMY Prototype/Guide for Learning & Creativity Approach
Action Plan Formulation

Major steps in the STEAME learning approach:

STAGE I: Preparation by one or more teachers

1. Formulating initial thoughts on the thematic sectors/areas to be covered
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

STAGE II: Action Plan Formulation (Steps 1-18)

Preparation (by teachers)

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

Development (by students) – Guidance & Evaluation (in 9-11, by teachers)

4. Background Creation - Search / Gather Information
5. Simplify the issue - Configure the problem with a limited number of requirements
6. Case Making - Designing - identifying materials for building / development / creation
7. Construction - Workflow - Implementation of projects
8. Observation-Experimentation - Initial Conclusions
9. Documentation - Searching Thematic Areas (AI fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
10. Gathering of results / information based on points 7, 8, 9
11. First group presentation by students

Configuration & Results (by students) – Guidance & Evaluation (by teachers)

12. Configure STEAME models to describe / represent / illustrate the results
13. Studying the results in 9 and drawing conclusions, using 12
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

Review (by teachers)

15. Review the problem and review it under more demanding conditions

Project Completion (by students) – Guidance & Evaluation (by teachers)

16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions

18. Presentation of Conclusions - Communication Tactics.

STAGE III: STEAME ACADEMY Actions and Cooperation in Creative Projects for school students

Title of Project: _____
Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

STAGE	Activities/Steps Teacher 1(T1) Cooperation with T2 and student guidance	Activities /Steps By Students Age Group: _____	Activities /Steps Teacher 2 (T2) Cooperation with T1 and student guidance
A	Preparation of steps 1,2,3		Cooperation in step 3
B	Guidance in step 9	4,5,6,7,8,9,10	Support guidance in step 9
C	Creative Evaluation	11	Creative Evaluation
D	Guidance	12	Guidance
E	Guidance	13 (9+12)	Guidance
F	Organization (SIL) STEAME in Life	14 Meeting with Business representatives	Organization (SIL) STEAME in Life
G	Preparation of step 15		Cooperation in step 15
H	Guidance	16 (repetition 5-11)	Support Guidance
I	Guidance	17	Support Guidance
K	Creative Evaluation	18	Creative Evaluation