

A PRACTICAL GUIDE TO
USING ARTIFICIAL INTELLIGENCE IN TEACHING
CHILDREN WITH SPECIAL EDUCATIONAL
NEEDS

An Outcome of the Erasmus+

Small-scale Partnership Project in School Education

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Contents

- 1. About the Project**
- 2. Purpose and Target Audience of the Guide**
- 3. How to Use the Lesson Plans**
- 4. General Principles for Using Artificial Intelligence**
- 5. Safety, Ethics and Data Protection**
- 6. AI for Text Processing**
 - Lesson Plan 1. Easter in Poland
 - Lesson Plan 2. Simplifying Complex Sentences with AI
 - Lesson Plan 3. Building a Strong Bridge with AI
 - Lesson Plan 4. Creating a Fairy-Tale Song with AI
- 7. AI for Music Processing**
 - Lesson Plan 5. Creating an AI-Generated Birthday Song in English
 - Lesson Plan 6. Our Class Song
 - Lesson Plan 7. Creating Our Own Song
 - Lesson Plan 8. Folk Songs: Tempo and Mood of Music
- 8. AI for Educational Material Creation**
 - Lesson Plan 9. Knights in the Middle Ages
 - Lesson Plan 10. Creating a Worksheet with AI
 - Lesson Plan 11. European Landmarks
 - Lesson Plan 12. Animals Are Our Friends
- 9. AI for Image Processing**
 - Lesson Plan 13. Magic Drawing on a Computer
 - Lesson Plan 14. Basics of Hygiene
 - Lesson Plan 15. Not Everything We See Is True
 - Lesson Plan 16. Another Country: Creating an Illustration for a Poem
- 10. Conclusion**
- 11. Partner Schools**

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1. About the Project

This practical guide was developed within the framework of an Erasmus+ project dedicated to the use of artificial intelligence tools in teaching children with special educational needs. Four partner schools from Estonia, Poland, Türkiye, and Sweden participated in the project. All partner institutions provided primary and lower secondary education.

The organisation of the educational process and the student population varied across the partner schools. The Polish partner was a special school attended only by children with special educational needs. The schools in Türkiye and Sweden were inclusive schools where most learners were mainstream students, while separate classes were provided for children with special educational needs. The Estonian partner was an inclusive school where most students had special educational needs. It also had mixed classes for children with and without identified special educational needs. Therefore, children with special educational needs attended all four partner schools, although the educational environment, types of classes, students' needs, and levels of support required were very different.

The lessons involved children of different ages and with varying levels of support needs—from students who required the adaptation of individual learning materials and instructions to children who needed continuous support from teachers, the use of alternative communication methods, and substantial simplification of learning tasks. During the project, teachers from the four partner schools tested artificial intelligence tools in real classroom settings. More than 30 tools were tested, at least 64 lessons were conducted and analysed, and 64 lesson plans were prepared across four areas:

- text processing;
- music processing;
- educational material creation;
- image processing.

The research in each area was linked to a separate international practical workshop. During the workshops, teachers conducted lessons at the host schools, observed students' work, jointly analysed the results, and discussed the use of artificial intelligence tools under different educational conditions.

2. Purpose and Target Audience of the Guide

The purpose of this guide is to present practical experience in using artificial intelligence tools when teaching children with special educational needs.

The guide includes 16 lesson plans developed, implemented, and analysed by teachers from the partner schools. Each of the four thematic sections contains four lesson plans.



The guide is designed for teachers from general education and special schools, including those working in inclusive and special education classes, as well as special education teachers, support specialists, teaching assistants, and other professionals directly involved in educating children with special educational needs. The materials may also be used in school-based seminars and practical training sessions for teachers.

3. How to Use the Lesson Plans

Each lesson plan included in the guide describes a specific lesson involving the use of artificial intelligence. All plans follow a common structure and include the lesson title, age group and learner profile, learning objectives and expected outcomes, AI tools used, materials and equipment needed, activity description, adaptations, and reflection and notes on the lesson.

A lesson plan may be used in full, or individual elements may be selected, such as the lesson idea, a digital tool, a specific activity, or a method of organising learning. Before selecting a plan, the teacher should determine whether the lesson content is appropriate for the students' age and abilities, what knowledge and skills are required to complete the activities, how independently the students can work with digital tools, and what support they may need. The availability of the required devices, the quality of the Internet connection, and the planned format of the activity—individual, pair, or group work—should also be considered.

Before the lesson, the teacher should open the selected tool, check its availability and main features, prepare the equipment, and test the technical workflow. If registration, file uploads, or paid features are required, this should also be checked in advance. The order, duration, and number of stages may be adjusted. A longer activity may be divided into several parts or completed over several lessons.

4. General Principles for Using Artificial Intelligence

Roles of the teacher, student and AI

Before the lesson, the teacher determines which parts of the activity will be completed by the student, which tasks will involve the use of artificial intelligence, and at which stages teacher support will be required.

AI can provide an example, simplify a text, create an image or a musical version, suggest several ideas, or help present the final result. However, AI should not perform the part of the activity that the child is expected to master during the lesson. The student remains an active participant in the process by suggesting ideas, making choices, formulating a prompt, comparing options, identifying inconsistencies, making changes, and presenting the result. If a child cannot write a prompt independently, they may dictate it, use a prepared template, select suitable words or images, or formulate the prompt by answering a series of questions from the teacher.

Reviewing materials in advance

Materials created by artificial intelligence are reviewed before they are presented to students. The teacher checks the accuracy of the information, its relevance to the lesson content, the clarity of the text and instructions, the complexity of the vocabulary, age appropriateness, the amount of detail, and the accessibility of the material for the specific group. When necessary,



the text is shortened or simplified, difficult words are replaced with more understandable alternatives, and examples or visual support are added. If the generated result does not correspond to the prompt or contains errors, the teacher revises the prompt or selects another option.

Organising accessible learning activities

Activities involving artificial intelligence are organised with consideration for how students receive information and communicate, their working pace, digital skills, and level of independence. Instructions may be divided into short consecutive stages and supported by demonstrations, cards, pictograms, examples, or a visual schedule. Depending on the child's needs, additional time, voice input, prepared words, or sentence starters may be provided. Instead of providing a written response, a student may respond orally, select a card, or point to an image. The activity may also be completed together with a teacher or classmate. Additional support should primarily provide an accessible way for the student to participate in the activity. The content and complexity of the activity may be adjusted when necessary to reflect the student's individual abilities.

Number of digital tools to use

Using several new services at the same time may increase cognitive load and redirect students' attention from the lesson content to learning how to use the interfaces. The number of digital tools should therefore be determined according to the length of the lesson, the students' digital skills, and their ability to move from one type of activity to another. If the interface causes difficulties, the teacher may use only one tool, open the required page in advance, and complete each step together with the students. Learning to use the service may also be spread across several lessons, with students' independence gradually increasing.

5. Safety, Ethics and Data Protection

The use of artificial intelligence in education must comply with European Union legislation and the national legislation of the country in which the educational institution is located. Teachers must also follow the school's internal rules, the terms of use of the selected service, and the applicable age restrictions. Particular attention should be paid to protecting students' personal data, respecting copyright, ensuring transparency in the use of AI-generated materials, and preventing discrimination. Responsibility for selecting the tool and using the generated materials remains with the teacher and the educational institution.

The main requirements are set out in the [EU General Data Protection Regulation — GDPR](#), the [EU Artificial Intelligence Act](#), and [EU Directive 2019/790 on Copyright](#).

This section is provided for informational and advisory purposes and does not constitute legal advice. Legislation and the terms of use of services may change; therefore, current information should be verified using official sources.



6. AI for Text Processing

Artificial intelligence tools can be used not only to create new text but also to simplify, adapt, structure, and convert it into another format. In the lesson plans presented in this section, students work with an informational text about Easter traditions, simplify complex sentences in Estonian, receive text-based recommendations for constructing a bridge, and create a rhyming text for a fairy-tale song.

The way AI is used depends on the students' abilities. A child may write a prompt independently, complete it using a template, select suitable words or images, or dictate their idea to the teacher. When AI is used to simplify a text, it is important to compare the original and generated versions and check whether the original meaning has been preserved. When creating a new text, students should participate in selecting the content, revise the suggested wording, and include their own ideas in the final version. Text-based activities can be combined with images, reading aloud, voice input, cards, practical activities, and musical accompaniment. This enables students with different levels of reading, writing, and speaking skills to participate. The amount of text, complexity of vocabulary, sentence length, and response format are determined according to the abilities of the specific group.

This section includes four lesson plans: "Easter in Poland", "Simplifying Complex Sentences with AI", "Building a Strong Bridge with AI", and "Creating a Fairy-Tale Song with AI".





POLAND

AI for Text Processing



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Lesson Title

Easter in Poland

Subject: Polish Language (Native Language)

Age Group / Learner Profile

Grade 8 at a special primary school; 10 students with special educational needs.

Tools Used

Gamma and Diffit — tools with artificial intelligence features. Baamboozle — a digital tool for conducting an interactive quiz. Access is through the teacher's account.

Learning Objectives

The lesson aims to introduce students to the main symbols and traditions of Easter in Poland, develop their skills in reading and understanding an adapted informational text, expand their topic-related vocabulary, and reinforce the material through visual and interactive activities.

Expected Outcomes

By the end of the lesson, students will be able to recognise and name the main symbols and traditions of Easter in Poland: Easter eggs, the Easter lamb, the Easter palm, the Easter basket, the blessing of food, and Wet Monday. Students will be able to understand a short adapted text, answer simple open-ended and closed-ended questions, and recall the main information during a group quiz.

Materials/Equipment Needed

The lesson requires an interactive whiteboard with Internet access, a Gamma presentation, printed worksheets prepared in Diffit, and an online Baamboozle quiz.

Activity Description

The lesson combines an introduction to Polish cultural traditions with the development of reading comprehension and topic-related vocabulary. A Gamma presentation is used to provide a visual introduction to the main Easter symbols and traditions. Students then work with an adapted informational text and activities prepared using Diffit. They answer open-ended and closed-ended questions based on the text. At the end of the lesson, the information and new vocabulary are reinforced through a group Baamboozle quiz.

Reflection / Notes

The students showed interest in the lesson and were able to recognise and name the main symbols and traditions of Easter in Poland. They understood the adapted text and answered open-ended and closed-ended questions with support. The visual materials helped reinforce topic-related vocabulary and increased student motivation. The group quiz created a positive and interactive learning atmosphere.

Adaptations for Special Educational Needs

Use short, clear instructions and check understanding after each stage. Present new vocabulary with pictures and examples from the Gamma presentation. Read the Diffit text aloud or in short fragments for students with weaker reading skills. Allow pair work or teacher assistance during worksheet completion and online quiz activities. Use closed questions, multiple-choice tasks and visual prompts to reduce cognitive load. Give students extra time to answer and repeat key vocabulary several times. Support students who have difficulty using digital tools by assigning a peer helper or allowing group answers. Praise effort and participation to strengthen motivation and confidence.





ESTONIA

AI for Text Processing



Co-funded by
the European Union

Lesson Title

Simplifying Complex Sentences with AI
Subject: Estonian Language (as a Foreign Language)

Age Group / Learner Profile

Students in Grades 5–7 with special educational needs.

Tools Used

ChatGPT or Microsoft Copilot for simplifying sentences and, if necessary, a text-to-speech tool. Access is through the teacher's account.

Learning Objectives

Students learn to identify the main meaning of a complex sentence, find nouns and verbs, divide long sentences into shorter ones, and replace difficult words with more familiar alternatives. With the teacher's support, they use AI, compare the original and simplified versions, and understand that AI-generated text must be checked and corrected when necessary.

Expected Outcomes

By the end of the lesson, students will be able to identify the main meaning of a sentence, find nouns and verbs in it, present a complex sentence in a simpler form, compare their own version with the AI-generated sentence, replace individual difficult words with more familiar alternatives, read the resulting text aloud, and provide simple feedback on a classmate's work.

Materials/Equipment Needed

An interactive whiteboard or projector, a computer or tablet with access to ChatGPT or Microsoft Copilot, prepared cards containing sentences in Estonian, cards with AI prompts, a worksheet with the sections "Original Sentence", "AI Version", and "My Final Version", green and red cards, markers or coloured pencils. A text-to-speech tool may be used if necessary.

Activity Description

During the lesson, students work with complex sentences and learn to make them easier to understand. At the beginning of the lesson, they examine sentences in Estonian and determine whether they are easy or difficult to understand. They then identify the main meaning, find nouns and verbs, and try to simplify the sentences independently using cards and visual support. The teacher then demonstrates how ChatGPT or Microsoft Copilot can suggest a simpler version of the same sentence. Students compare their own version with the AI-generated result, check whether the original meaning has been preserved, select the clearest wording, and make changes when necessary. At the end of the lesson, they read the resulting sentences aloud and briefly assess how easy they are to understand.

Reflection / Notes

The lesson supported the development of language skills and basic AI literacy. Students practised simplifying sentences, expanded their vocabulary, compared different versions of the text, and learned to check the results suggested by artificial intelligence. Shared reading and simple peer feedback supported the development of communication skills.

Adaptations for Special Educational Needs

For students who experience difficulties with reading, enlarged text, short cards, teacher-assisted reading, or text-to-speech can be used. Images, bilingual prompts, sets of suitable words, and examples from everyday situations are used to support vocabulary development. Students who experience difficulties with writing may copy prepared elements, use sentence starters, respond orally, type their answers, or work with a partner. The sequence of actions can be presented visually: "read — simplify — check — highlight — read aloud". Instructions are given one at a time and accompanied by gestures when necessary. Instead of providing a written answer, a student may point to a card or highlight the appropriate option. Students may read the result together with a partner or give it to the teacher to read aloud.





SWEDEN

AI for Text Processing



Co-funded by
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Lesson Title

Building a Strong Bridge with AI
Subject: Technology

Age Group / Learner Profile

Students aged 10–12 following a special education curriculum; a group of 4–6 students

Tools Used

ChatGPT for finding ideas, formulating questions, and simplifying instructions for constructing a bridge. Access is through the teacher's account.

Learning Objectives

Students explore how AI can be used to find and refine ideas, learn to ask simple questions, and improve their prompts. During the lesson, they examine the basic principles of bridge construction, including the use of triangular elements and supports and the even distribution of weight, create a drawing and a step-by-step plan, and then build a model bridge. Particular attention is given to understanding that AI suggests possible options, but the final decisions are made by people.

Expected Outcomes

By the end of the lesson, students will be able to formulate a simple prompt for ChatGPT and select useful recommendations, name some principles of constructing a strong bridge, prepare a drawing and sequence of actions, build a model bridge using spaghetti and hot glue, participate in testing the structures and discussing the results, and explain that recommendations suggested by AI must be selected, checked, and adapted.

Materials/Equipment Needed

Internet-connected devices, an interactive whiteboard, a short video, teacher-prepared ChatGPT access, bridge-building and measuring materials, testing weights, worksheets, and a checklist. Visual cards may support understanding of bridge types, shapes, roles, and safety rules. The teacher should check the video, devices and ChatGPT access, prepare a safe workspace, and build a model bridge in advance.

Activity Description

At the beginning of the lesson, students watch a short video about bridges and learn about the main features of their construction. Using simple ChatGPT prompts, they obtain recommendations for building a strong bridge from spaghetti. Together with the teacher, students examine the suggested options, select the most useful advice, and discuss which recommendations can be applied. Based on this information, students create their own drawing and step-by-step plan. They use spaghetti and hot glue to build a bridge measuring 40 centimetres in length. The activity may be organised in pairs or a small group, with specific roles assigned to participants. The completed bridges are tested using weights. Students compare the structures and discuss the results: what worked well, what could have been done differently, which features contributed to the strongest bridge, and what they would change if they completed the task again.

Reflection / Notes

The teacher observes students' participation, their ability to follow instructions, their use of motor skills, and their engagement in discussing the results. Particular attention is paid to whether students use ChatGPT recommendations thoughtfully by selecting, checking, and adapting them to their own structure instead of simply copying the AI-generated response.

Adaptations for Special Educational Needs

For students who experience difficulties with reading and writing, prepared prompt cards, sentence starters, and the opportunity to provide an oral response recorded by the teacher or a classmate are used. The activity is divided into short stages with clear time limits, and each participant is assigned a specific role. To support communication, students may select an answer from the available options, point to images, work with a partner, and use simple cards to evaluate the result. The teacher supervises the use of glue guns, and students review the safety rules before beginning the practical activity.





TÜRKIYE

AI for Text Processing



Co-funded by
the European Union

Lesson Title

Creating a Fairy-Tale Song with AI
Subject: Literature and Music

Age Group / Learner Profile

Grade 8 students following a special education curriculum; students with mild intellectual disabilities and different levels of reading and writing skills.

Tools Used

Microsoft Copilot for creating, simplifying, and editing a rhyming fairy-tale text; Suno AI for creating a song based on the text prepared by the students. Access is through the teacher's account.

Learning Objectives

Students become familiar with the structure of a simple fairy-tale story containing a character, an event, and a happy ending. Using visual support and language templates, they select a character and an action, compose two to four simple sentences, identify rhyming or repeated words, and create a short chorus. With the teacher's support, students use AI to develop the text, turn it into a song, and assess whether the music matches the content of the story.

Materials/Equipment Needed

An interactive whiteboard, Internet access, Microsoft Copilot and Suno AI, cards with images of characters, actions, emotions, and musical styles, and worksheets with sentence starters and word banks. Speakers or headphones are required for listening. Emoji cards or a thumbs-up/thumbs-down gesture can be used for quick assessment.

Expected Outcomes

By the end of the two lessons, students will be able to create and edit a short rhyming text using Microsoft Copilot, use Suno AI to turn it into a song, select an appropriate musical style, present the completed song, and express a simple opinion about the result.

Activity Description

First lesson: creating the text. Students select a fairy-tale character, an action, and a problem or event in which the character helps someone. Based on their choices, they compose a simple story using cards, word banks, and sentence starters. The teacher then helps them formulate a prompt for Microsoft Copilot to create a short rhyming text. The generated result is not copied without changes. Students select words that are easier to understand, add the name of their character, check the sequence of events, and modify the chorus. The final text should contain two to four simple sentences, rhyming or repeated words, and a short chorus. Second lesson: creating the song. The edited text is entered into Suno AI. Students compare different musical options, such as cheerful, magical, and heroic, listen to the results, and select the style that best matches their fairy-tale story. After listening, students assess whether the music matches the content of the text and select another version if necessary. At the end, they present their song and express their opinion using short phrases, emoji cards, or gestures.

Reflection / Notes

Students showed interest in using AI. With the teacher's support, most students were able to create and edit short texts and then turn them into songs using Suno AI. Some students required additional assistance when evaluating AI-generated content and determining whether it matched the selected fairy-tale story. In future lessons, more time could be allocated to discussing how to refine prompts and improve the generated results.

Adaptations for Special Educational Needs

Worksheets with enlarged text, images, word banks, sentence starters, and prepared phrase cards are used to support reading and writing. The teacher may read the instructions aloud, while students may dictate their sentences or select suitable options. The sequence of activities is displayed on the board using symbols: "select a character — select an action — complete the sentence — check the rhyme — select a musical style". Tasks are divided into short stages with clear time limits. Movement breaks, positive reinforcement, and the opportunity to listen to the song in a quieter space are provided when necessary.



7. AI for Music Processing

Artificial intelligence tools can create musical accompaniment based on a short text description, a selected theme or mood, or words prepared by students. In the lesson plans presented in this section, music is used to support English language learning, create a shared class song, distinguish the character and mood of musical pieces, and explore the features of folk music.

Students are not necessarily expected to write a complete text or a complex prompt independently. A child may select a theme, individual words, a mood, tempo, or musical style and then compare the options generated by AI. During group work, ideas may be collected orally, written on the board, and jointly transformed into a prompt. The generated composition reflects the students' choices when they participate in determining its content and evaluate how well the music matches their original idea. Listening activities should be combined with accessible response formats, such as selecting an image or emotion card, moving to the rhythm, repeating individual words, comparing two musical options, or giving a simple oral response. The length and volume of the musical excerpts should be adjusted according to the students' ability to maintain attention and any sensitivity to sound. If students find it difficult to use the interface independently, the teacher performs the technical steps while allowing students to choose the content and musical features.

This section includes four lesson plans: "Creating an AI-Generated Birthday Song in English", "Our Class Song", "Creating Our Own Song", and "Folk Songs: Tempo and Mood of Music".



ESTONIA

AI for Music Processing



Lesson Title

Creating an AI-Generated Birthday Song in English
Subject: English (as a Foreign Language) and Music

Age Group / Learner Profile

Students aged 10 in an inclusive class, including students following a simplified curriculum.

Tools Used

Mureka.ai for creating a song based on a text prepared by the students. Access is through the teacher's account.

Learning Objectives

Students learn to use simple birthday expressions in English, compose a short personalised birthday message, and work in pairs. The prepared text is transformed into a birthday song using AI, after which students present and discuss the result.

Expected Outcomes

By the end of the lesson, students will be able to use basic birthday expressions in English, write a short birthday message for a classmate, create song lyrics based on the message, and use Mureka.ai to turn them into a song together with a partner.

Materials/Equipment Needed

Computers or tablets with Internet access, with one device for each pair, a whiteboard, and an interactive screen or projector.

Activity Description

Engagement. The teacher asks what people say on birthdays and writes simple English phrases on the board: "Happy Birthday!", "I wish you all the best", "Have a great day!", "Be healthy!", and "You are very kind/funny/talented". The class may sing part of the Happy Birthday song. Introduction to the tool and text preparation. The teacher demonstrates how Mureka.ai turns text into a song. In pairs, students compose a birthday message for their partner using a template, read it aloud, and clarify its meaning. Explanation of the task. Students create a birthday song using kind words and simple English sentences after hearing the teacher's example. Creating the song. They enter the text into Mureka.ai and select a musical style. The teacher supports vocabulary, sentence construction, and spelling. Presentation and discussion. The class listens to the songs and discusses how well they describe each student and what they liked most. Assessment. The teacher assesses participation, English expressions, independence, creativity, collaboration, and discussion.

Reflection / Notes

Students participated actively in the lesson and were able to use basic birthday expressions in English. Creating a song with AI increased motivation and supported collaborative work. Most students prepared and presented a personalised song, although some required additional assistance with selecting words and constructing sentences. The completed song can be accompanied by a drawing, presented as a birthday card, or used to record a shared performance by the students.

Adaptations for Special Educational Needs

Instructions are short and accompanied by a demonstration of each action. Birthday expressions can be presented using images, cards, and prepared examples. When necessary, students are given additional time, support with reading and writing, and the opportunity to select words from prepared options. Pair work provides peer support, while the teacher uses positive reinforcement throughout the lesson.





POLAND

AI for Music Processing



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Lesson Title

Our Class Song
Subject: Music

Age Group / Learner Profile

Students in Grades 5–7 with special educational needs.

Tools Used

Suno AI for creating a song from a text prompt. Access is through the teacher's account.

Learning Objectives

Students suggest ideas for a shared song, participate in composing a prompt for Suno AI, listen to and compare the generated versions, express their musical preferences, and perform movements in time with the rhythm.

Expected Outcomes

Students will be able to suggest a theme or individual words for the song, participate in creating a prompt, compare two compositions, and select the most suitable one. They will become familiar with the basic principle of creating music with AI and interact with their classmates while completing a shared task.

Materials/Equipment Needed

A computer or tablet with Internet access, a whiteboard, an interactive screen or projector, images, symbols, communication cards, and coloured voting cards.

Activity Description

Selecting a theme. The teacher collects words and ideas suggested by the students, such as "school", "friends", "pizza", "school trips", and "we like having fun". Nonspeaking students may select a symbol from a communication board, point to an image, or show an object. Creating the prompt. The class selects a musical style: fast rock, cheerful disco, or a calm lullaby. The teacher combines the students' ideas into a prompt and enters it into Suno AI. An example prompt is: "A cheerful disco song about a Grade 5 class whose students love pizza and school trips. Simple lyrics, a male voice, and a fast tempo." Creating the songs. Students observe the generation of two musical versions and listen to how their ideas are transformed into a song. Comparing and selecting. The class listens to both compositions and votes by raising their hands or using coloured cards. Students discuss whether the mood of the music matches the lyrics. Rhythm and movement. The selected song is played again. Students clap, tap the rhythm with their feet, or create simple dance movements.

Reflection / Notes

The teacher observes students' participation in selecting the theme, creating the prompt, voting, and engaging in rhythmic activities. During the lesson, students actively suggested ideas, expressed their preferences, and participated in making a shared decision. Visual support and teacher assistance made it easier for individual students to participate.

Adaptations for Special Educational Needs

Short instructions, demonstrations, images, symbols, and communication cards are used. Students may respond by selecting a prepared option, showing a card, or performing a movement. Additional time and teacher support are provided when necessary. Participation and individual progress are assessed rather than the accuracy of the musical performance.





TÜRKIYE

AI for Music Processing



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Lesson Title

Creating Our Own Song
Subject: Music

Age Group / Learner Profile

Grade 6 students aged 11–13 with mild learning support needs; a small class.

Tools Used

Lyria 3 — AI music generator for creating a song from a text prompt. Access is through the teacher's account.

Learning Objectives

Students learn to follow simple instructions, distinguish between cheerful and sad music, maintain a rhythm, and suggest words or ideas for a shared song. They become familiar with the possibility of using AI to create music.

Expected Outcomes

By the end of the lesson, students will be able to name simple words related to the selected theme, participate in creating a song, identify its mood, and perform rhythmic movements while listening.

Materials/Equipment Needed

A computer or tablet with Internet access, a whiteboard, an interactive screen or projector, paper, and pens.

Activity Description

Introduction. The teacher plays cheerful music and asks: "Is this music cheerful or sad?" Students respond orally or point to the corresponding card. Selecting words. The teacher writes a simple theme on the board, such as "Nature" or "School". Students suggest related words, such as "sun", "tree", and "school", and the teacher writes down their answers. Creating the song. The teacher enters the prompt "Create a cheerful children's song" into Lyria 3, adding the selected theme and the words suggested by the students. The class reviews the generated lyrics, and students select the words they like. Rhythmic activity. The class listens to the generated song. Students clap their hands, perform simple movements, and try to follow the rhythm. Conclusion. The teacher asks whether the song sounds cheerful. Students respond orally or select one of two options on a worksheet: "cheerful" or "sad".

Reflection / Notes

Students showed interest in the lesson, were able to distinguish between cheerful and sad music, and participated in rhythmic activities. Creating a song with AI supported their attention and motivation. Some students required individual prompts, repeated instructions, and additional visual support.

Adaptations for Special Educational Needs

Short instructions, images, symbols, and cards are used. Students are given additional time to respond, and the AI-generated text is simplified when necessary. The teacher demonstrates the actions, provides immediate feedback, and offers positive support.





TÜRKIYE

AI for Music Processing



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Lesson Title

Folk Songs: Tempo and Mood of Music
Subject: Music

Age Group / Learner Profile

Grade 7 students aged 11–13 with mild learning support needs; a small class.

Tools Used

Boomy AI for creating a musical excerpt.
Access is through the teacher's account.

Learning Objectives

Students learn to listen to music attentively, distinguish between fast and slow tempos, identify whether a musical piece has a cheerful or sad mood, and perform simple rhythmic movements. They also become familiar with music created using AI.

Expected Outcomes

Students will be able to distinguish between fast and slow tempos, select the description "cheerful" or "sad", respond using a word, gesture, or card, and participate in rhythmic activities.

Materials/Equipment Needed

A computer or tablet with Internet access, a whiteboard, an interactive screen or projector, paper, pens, and cards with response options.

Activity Description

Introduction. The teacher plays a short folk song and asks whether it is fast or slow. Students respond orally or point to a card. Listening and comparison. Students listen to two musical pieces: a fast folk song and a slow folk song. After each excerpt, they select the corresponding response. The excerpts are played again to reinforce understanding. Working with AI-generated music. The teacher plays a musical excerpt created using Boomy AI. Students identify its mood by selecting either "cheerful" or "sad". Rhythmic movements. While listening to the excerpt again, students clap their hands, tap the rhythm with their feet, turn around, or perform other simple movements demonstrated by the teacher. Assessment. The teacher asks short questions: "Was the music fast?" and "Was it cheerful?" Students respond orally or select the appropriate options on a worksheet: "fast", "slow", "cheerful", or "sad".

Reflection / Notes

Most students were able to distinguish between fast and slow tempos and identify the mood of the music. Visual materials, repeated listening, and movement-based activities supported understanding and motivation. Some students required repeated instructions and individual assistance. The duration of the lesson was appropriate for the planned activities.

Adaptations for Special Educational Needs

Short instructions, cards, symbols, and repeated listening are used. Students may respond by selecting one of two options or using a gesture. Tasks are divided into short stages, accompanied by teacher demonstrations, and completed with individual support when necessary.



8. AI for Educational Material Creation

Artificial intelligence tools can be used to create and adapt texts, images, worksheets, presentations, interactive activities, and assessment tasks. The teacher may prepare the materials in advance or organise a lesson in which students participate in creating them.

In a class using differentiated instruction, the common topic and main learning objectives remain the same, while the way information is presented, the amount of text, the complexity of the questions, and the method of completing the activity are adjusted. Visual cards containing minimal text may be prepared for one group, illustrated materials with language templates for another, and extended texts with analytical activities for more independent students. This approach is presented in the lesson plans “Knights in the Middle Ages” and “European Landmarks”. Their structure can be applied to other topics by replacing the key concepts, images, texts at different levels of difficulty, and reinforcement questions. Students work with the same general content but present their results in an accessible way, for example, by using a gesture, selecting an image, making a drawing, writing a short sentence, or giving a written or oral response.

The lesson plan “Creating a Worksheet with AI” presents another approach: students analyse prepared materials, create their own worksheet, and test it with their classmates. The complexity of the activity is determined individually, ranging from assembling materials from prepared elements to independently creating and editing different types of questions.

In the lesson plan “Animals Are Our Friends”, one topic is presented through several formats: images, sounds, an interactive game, animation, and a gap-filling activity. The teacher may select only the tools and materials that are appropriate for the abilities of the group and the length of the lesson.

This section includes four lesson plans: “Knights in the Middle Ages”, “Creating a Worksheet with AI”, “European Landmarks”, and “Animals Are Our Friends”.





ESTONIA

AI for Educational Material Creation



Co-funded by
the European Union

Lesson Title

Knights in the Middle Ages
Subject: History

Age Group / Learner Profile

Grade 7 students with and without special educational needs, including mild or severe intellectual disabilities. Activities are adapted to different levels.

Tools Used

ChatGPT for preparing texts and activities at different levels of difficulty; DeepAI for creating visual materials; Kahoot! AI for preparing a quiz. Access is through the teacher's account.

Learning Objectives

Students develop a basic understanding of knights, their place in medieval society, their duties, and the values associated with knighthood. They develop the ability to obtain information from texts and images, answer questions, present results in an accessible form, and interact with classmates.

Expected Outcomes

Depending on the level of support required, students will be able to recognise a knight and related objects, associate them with the Middle Ages, and name the knight's main duties; find key information in texts and visual materials; present their results using a gesture, image selection, drawing, simple sentence, or oral presentation; and participate in pair or group work.

Materials/Equipment Needed

Three versions of the learning material are required: visual cards with minimal text, a simplified illustrated text, and an extended informational text. Images of knights and castles, a presentation, worksheets, paper, coloured pencils, a visual schedule, safe props for role play, and a Kahoot! quiz are also needed.

Activity Description

Introduction. The teacher shows an image of a knight and asks who it is, when knights lived, and what objects they used. After the responses, the teacher introduces the topic and briefly explains knights' military and social role and chivalrous behaviour. Working with the learning material. Students receive level-appropriate materials. The first group works with images and key concepts, the second reads a simplified illustrated text with the teacher, and the third analyses an extended text about knights' training, duties, and social role. The teacher explains the terms "knight", "castle", "armour", "tournament", and "code of chivalry". Differentiated activity. Students requiring substantial support match images and repeat simple actions through role-play. Students with mild intellectual disabilities draw or select a knight, label key objects, and name the knight's duties. Students following the mainstream curriculum analyse sources, create an annotated drawing, and prepare a short presentation. Presentation and reinforcement. Students present their work, answer level-appropriate questions, and participate in a visual quiz. Conclusion. Students review key concepts and name one fact, select an image, or complete "Today I learned that a knight...". For self-assessment, they answer short questions or select a symbol: I understood; I found it difficult; I need help.

Reflection / Notes

The teacher records whether each student was able to recognise a knight and related objects, understand the key information, answer questions, and participate in the selected activity. Results are documented according to the individual level of the task rather than through direct comparison between students.

Adaptations for Special Educational Needs

The content remains the same for the whole class, while the amount of text, complexity of the questions, and response format are adjusted according to students' abilities. Short sequential instructions, a visual schedule, large images, repetition, demonstrations, and additional time are used. Students may respond orally, in writing, through a drawing or gesture, or by selecting a card. When necessary, peer support or individual adult assistance is provided. For students who experience difficulties with concentration, the activity is divided into short stages; a break is provided in cases of sensory overload.





SWEDEN

AI for Educational Material Creation



Co-funded by
the European Union

Lesson Title

Creating a Worksheet with AI
Subject: Swedish Language (Native Language)

Age Group / Learner Profile

Students aged 10-12; a group of six students. The group includes students with visual and hearing impairments, intellectual disabilities, and ADHD.

Tools Used

ChatGPT for creating questions and activities for a worksheet. Access is through the teacher's account.

Learning Objectives

Students become familiar with the structure of a worksheet. They learn to select a topic, formulate clear instructions and questions, use AI to find ideas, and check and improve the prepared material.

Expected Outcomes

Students will understand the basic structure of a worksheet, select a topic and create simple activities, use ChatGPT to generate and refine ideas, check whether questions and instructions are clear, and make changes following peer review.

Materials/Equipment Needed

Computers or tablets with Internet access, an interactive whiteboard, examples of worksheets, paper, pencils, templates, sentence starters, and examples of prompts for ChatGPT.

Activity Description

Engagement. Students examine examples of worksheets and discuss what they contain, which activities need to be completed, and why some materials appear easier than others. **Analysis.** The class checks whether each worksheet has a title and instructions, whether the questions are clear, and whether the types of activities are consistent. **Explanation.** The teacher demonstrates the sequence of actions: select a topic and target group, determine the level of difficulty, choose the types of questions, and formulate a prompt for ChatGPT. **Practical activity.** Students create their own worksheets. Questions generated with ChatGPT are transferred to a template, checked, and simplified or clarified when necessary. **Peer review.** Students exchange worksheets, complete each other's activities, and suggest necessary changes.

Reflection / Notes

Following the peer review, students discuss whether the activities were clear, what worked well, and what should be changed. The teacher assesses participation, whether the worksheet is appropriate for the selected level of difficulty, and the student's ability to improve the material after receiving feedback.

Adaptations for Special Educational Needs

The level of independence and task difficulty is determined individually. Some students create a worksheet using prepared images, questions, and answers; others follow a template and complete sentences; more independent students create different types of questions and edit the result generated by ChatGPT. Short instructions, enlarged high-contrast text, visual demonstrations, audio support, additional time, and assistance from a classmate or teacher are provided.





POLAND

AI for Educational Material Creation



Co-funded by
the European Union

Lesson Title

European Landmarks
Subject: English (as a Foreign Language)

Age Group / Learner Profile

Up to 10 students with different educational needs (Grade 7). Activities are adapted to different levels.

Tools Used

ChatGPT for preparing and adapting texts and activities; Canva for creating tickets and visual materials; Wordwall or Baamboozle for an interactive quiz. Access is through the teacher's account.

Learning Objectives

Students become familiar with well-known European landmarks and related vocabulary in English. They develop their understanding of short descriptions, use of the phrase "I'm going to...", ability to match images, names, and information, and participation in group activities.

Expected Outcomes

Depending on the level of support required, students will be able to recognise and name or point to selected European landmarks, understand and use key vocabulary and the phrase "I'm going to...", match an image with a name, key word, or short description, complete an accessible version of the activity, and participate in a shared quiz.

Materials/Equipment Needed

A presentation featuring six landmarks, images and word cards, tickets and certificates created in Canva, cut-up picture puzzles, worksheets at different levels of difficulty, a computer, a projector or interactive whiteboard, and a prepared quiz.

Activity Description

Engagement. The teacher asks questions about travelling. Students respond with a short phrase, gesture, or by selecting an image. Introduction to the landmarks. The class views a presentation featuring six European landmarks. Students repeat or point to their names and identify their distinctive features. Working with the language structure. The teacher shows a ticket and introduces the question "Where are you going?" and the response "I'm going to...". Students practise the structure together and individually. Differentiated activity. Students requiring substantial support assemble a puzzle, select the name from two or three options, and respond using an image. Students requiring partial support match names and images, complete sentences, and answer true-or-false questions. More independent students work with short descriptions, identify key words, and match the texts with the landmarks. Reinforcement. The class completes an interactive quiz. Students may answer individually, in pairs, or in teams. Conclusion. Students select the landmark they like and answer the question "Where are you going?"

Reflection / Notes

The teacher records whether each student recognises the landmarks, understands the key vocabulary, uses the language structure, and participates in group work. Students point to the place they liked and evaluate the lesson using a thumbs-up, sideways, or thumbs-down gesture. The result is considered in relation to the level of the activity and the support provided.

Adaptations for Special Educational Needs

The content remains the same, while the amount of text, number of response options, and method of completing the activity are adjusted individually. Images, gestures, short instructions, language models, and repetition are used. Students may respond with a word, by pointing to an image, or through movement. Pair work, support from the teacher or an assistant, additional time, and movement-based activities are provided.





TÜRKIYE

AI for Educational Material Creation



Co-funded by
the European Union

Lesson Title

Animals Are Our Friends

Subject: English (as a Foreign Language) and
Natural Science

Age Group / Learner Profile

Grade 6 students with different levels of English proficiency and different levels of need for educational support.

Tools Used

ChatGPT for creating images; Diffit AI for preparing an activity; Pollo AI for animating images; Eduaide.AI for preparing the lesson plan; Wordwall for an interactive game. Access is through the teacher's account.

Learning Objectives

Students become familiar with the English names of animals and learn to classify them into three categories: pets, farm animals, and wild animals. They develop their understanding of English words, speaking skills, attention, and participation in interactive activities.

Expected Outcomes

Depending on the level of support required, students will be able to recognise animals from an image or sound, name or select their English names, classify animals into three categories, complete an accessible version of the interactive and written activities, and participate in creating and viewing an animation.

Materials/Equipment Needed

An interactive whiteboard, animal images and sounds, a Wordwall wheel game, images created with ChatGPT, an animation created with Pollo AI, and a gap-filling activity prepared with Diffit AI. All materials are prepared by the teacher in advance.

Activity Description

Introduction to the topic. The teacher plays animal sounds. Students guess the animal and talk about animals they have seen near their homes.
Introduction to the categories. Using images, the teacher introduces pets, farm animals, and wild animals and writes the names of the categories on the board. Wordwall game. Students take turns spinning the wheel, identify the selected animal, and assign it to the appropriate category. The teacher writes the English name on the board, and students read or repeat it. Creating an animation. Students select an animal, and the teacher animates its image using Pollo AI. After viewing the animation, students imitate the animal's movements or perform simple movements along with it. Reinforcement. Students complete a gap-filling activity prepared with Diffit AI. The answers are checked together as a class.

Reflection / Notes

The teacher records whether each student recognises the animals, matches the English word with the image, and identifies the appropriate category. The results of the activity are used to determine which words need to be reviewed. At the end of the lesson, students select the animal whose English name they remember best.

Adaptations for Special Educational Needs

Students requiring substantial support recognise an animal by its sound or image and select the category using a card. Other students match the English word with the picture and repeat it following a model. More independent students name the animal, identify its category, and use the word in a simple phrase. Short instructions, repetition, visual support, additional time, and assistance from the teacher or a classmate are provided.



9. AI for Image Processing

Artificial intelligence tools can be used to create illustrations, visual instructions, learning cards, and images based on text descriptions. In the lesson plans presented in this section, images help students draw, learn about personal hygiene, analyse the reliability of visual information, and illustrate their own literary texts.

When working with students with special educational needs, images should support their understanding of the activity. This can be achieved by using recognisable objects, simple backgrounds, a limited number of details, and a clear arrangement of elements. An image may be accompanied by a word, short phrase, pictogram, or response option. When necessary, a student may select a prepared image, point to it, add elements to it, or create a drawing based on an example.

A child's participation may involve selecting an object, subject, colour, action, or image style. An AI prompt may be formulated orally, completed using a template, or created with the help of cards. After receiving the result, students compare it with their original idea, identify appropriate and inappropriate elements, and decide what changes need to be made.

Images are also used to develop media literacy. Students learn that digital images can be modified and that what they see does not always accurately reflect reality. This work is based on clear examples and discussion of which elements have been changed and how these changes can be identified.

This section includes four lesson plans: "Magic Drawing on a Computer", "Basics of Hygiene", "Not Everything We See Is True", and "Another Country: Creating an Illustration for a Poem".





POLAND

AI for Image Processing



Co-funded by
the European Union

Lesson Title

Magic Drawing on a Computer
Subject: Art

Age Group / Learner Profile

Students aged 6–12 with special educational needs. The activity is completed individually or in pairs, taking into account students' reading, writing, and digital skills.

Tools Used

AutoDraw for recognising sketches and suggesting ready-made image options. The teacher opens the service in advance; registration and individual student accounts are not required.

Learning Objectives

Students become familiar with the features of AutoDraw and learn to create simple digital images. The lesson develops creative thinking, digital skills, interaction with classmates, and vocabulary in English, Swedish, and Polish.

Expected Outcomes

Students will be able to create simple sketches and select an appropriate option suggested by AutoDraw, understand that AI suggests images while the final decision is made by a person, create three images for a mini-dictionary, add labels to the drawings in English, Swedish, and Polish, and present the result independently or together with a classmate.

Materials/Equipment Needed

Computers or tablets with Internet access, a projector or interactive whiteboard, AutoDraw, image cards, and a mini-dictionary template.

Activity Description

The lesson introduces students to digital drawing and the basic features of AutoDraw. The teacher begins by discussing whether students enjoy drawing and how a computer can help make a sketch clearer. After a short demonstration, students experiment with drawing lines, circles, and simple objects and observe the image options suggested by AutoDraw. The class discusses how AI attempts to recognise a sketch and why the final image is selected by the user. Students then receive a card containing three images, recreate them in AutoDraw, and add the completed drawings to a mini-dictionary with labels in English, Swedish, and Polish. At the end of the lesson, students present their mini-dictionaries and identify which drawing was the easiest to create.

Reflection / Notes

The teacher records each student's participation and ability to create a sketch, select an appropriate image, and add a label. During the discussion, students answer whether AutoDraw helped them draw, which image was the easiest to create, and which new word they remembered.

Adaptations for Special Educational Needs

Short step-by-step instructions, demonstrations, and cards with large images are used. The number of drawings and languages can be reduced. Students may select labels from prepared words, copy them, or dictate them to the teacher. The activity may be completed in pairs, and instead of operating the device independently, a student may indicate which image option should be selected.



TÜRKIYE

AI for Image Processing



Lesson Title

Basics of Hygiene
Subject: Health Education

Age Group / Learner Profile

Grade 3 students with mild intellectual disabilities and autism spectrum disorders attending a special school.

Tools Used

Canva and DALL-E for creating visual materials; ChatGPT for preparing a simple quiz; Soundraw for background music. Access is through the teacher's account.

Learning Objectives

Students become familiar with the basic rules of personal hygiene, including washing their hands, brushing their teeth, and caring for their bodies and clothes. They develop an understanding of sequences of actions as well as communication and motor skills through images, PECS, and practical activities.

Expected Outcomes

Students will be able to recognise correct and incorrect hygiene practices, demonstrate the sequence of washing their hands and brushing their teeth, perform practical actions following a model, answer simple questions orally or using PECS, and participate in activities involving visual and audio materials.

Materials/Equipment Needed

A computer and interactive whiteboard, AI-generated images, PECS cards, a visual schedule, toothbrushes and dental models, coloured pencils, choice cards, tokens, and reward materials. All materials are prepared by the teacher in advance.

Activity Description

The lesson begins with a short song about handwashing, accompanied by simple rhythmic movements demonstrated by the teacher. Students then examine images of clean and dirty hands, hygiene products, and bacteria, discuss what they see, and select the corresponding PECS cards. Using sequential images, the teacher introduces each stage of correct handwashing and demonstrates how to brush teeth using a dental model. Students practise washing their hands, brush teeth on the model, distinguish between appropriate and inappropriate hygiene practices, and construct the phrases "I wash my hands" and "I brush my teeth" using PECS. They then answer several simple quiz questions and select images showing correct behaviour. At the end of the lesson, the class reviews the main hygiene rules, repeats the sequence of actions together, and each student shows or selects one hygiene practice they have learned.

Reflection / Notes

The teacher assesses whether each student recognises appropriate hygiene practices and can perform them by following a model. Using a word, gesture, or PECS, the student indicates which rule they remember and where they still require assistance. After the lesson, the teacher records which visual and practical materials were the easiest to understand and which actions need to be repeated.

Adaptations for Special Educational Needs

A visual schedule, PECS, short instructions, demonstrations, and repeated practice are used. Each action is completed separately and supported by an image. Students may respond with a word, gesture, or by selecting a card. Physical assistance, additional time, reduced music volume, a sensory break, and individual reinforcement are provided when necessary.





SWEDEN

AI for Image Processing



Co-funded by
the European Union

Lesson Title

Not Everything We See Is True
Subject: Digital Literacy

Age Group / Learner Profile

Students aged 10–12 with different levels of reading, writing, and computer skills, following a simplified curriculum; a small class.

Tools Used

Microsoft Copilot or ChatGPT for creating and modifying images. Access is through the teacher's account.

Learning Objectives

Students learn to modify images using AI, describe the changes they plan to make, and critically evaluate visual information. They also learn that not every image found online may be modified or reused.

Expected Outcomes

Students will be able to identify differences between an original and modified image, describe what they want to change, select an image permitted for reuse, modify and save an image using AI, and explain why digital images cannot always be trusted.

Materials/Equipment Needed

Computers with Internet access, an interactive whiteboard, prepared pairs of original and modified images, images permitted for reuse, and visual instructions for saving the completed work.

Activity Description

The lesson begins with a comparison of original and modified images. Students identify the differences and discuss whether everything shown in a digital image reflects reality. The teacher then demonstrates how Copilot or ChatGPT can be used to modify an image and explains which images may be reused and changed. The class creates several modifications together and compares the results. Students then select an image and describe the elements they want to change in writing, orally, or with the help of cards. During the practical activity, they first modify a teacher-prepared image of the Mona Lisa and then select another image permitted for reuse, make several changes, save the result, and submit it to the teacher. At the end of the lesson, students present the original and modified versions, explain what they changed, compare the results produced using different tools, and discuss why digital images cannot always be trusted. The teacher assesses students' participation throughout the process, their ability to follow the sequence of actions, make choices, compare different options, use support when necessary, and reflect on the changes they made.

Reflection / Notes

Students explain or show which stage they found easy, what caused difficulties, and what support helped them complete the activity. They discuss whether the AI produced the expected changes and why modified images should be viewed critically. The teacher records how students planned their modifications, responded to unexpected results, and used support when formulating prompts, selecting images, and working with files.

Adaptations for Special Educational Needs

Students may compare one clearly visible change at a time and select the planned modification from visual choices such as "add", "remove", "change colour", or "change background". The prompt may be dictated to the teacher, completed using a sentence frame, or composed with a classmate. Students requiring more support work with an image and modification selected by the teacher, while more independent students choose the image and plan several changes. The teacher demonstrates each digital action and provides assistance with entering the prompt and saving the work.



SWEDEN

AI for Image Processing



Lesson Title

Another Country: Creating an
Illustration for a Poem
Subject: Literature

Age Group / Learner Profile

Students aged 10–15 with visual and
hearing impairments, intellectual
disabilities, and ADHD.

Tools Used

ChatGPT for creating an image based on the
text of a poem. Access is through the teacher's
account.

Learning Objectives

Students develop their imagination as well as
their reading, writing, and oral presentation
skills. They learn to create a short poem, use it
as the basis for an image, and compare the
generated result with their original idea.

Expected Outcomes

Students will be able to create a short poem
independently or with the support of key words,
communicate the content of the poem in an AI
prompt, generate an image and compare it with
the text, identify appropriate and inconsistent
elements in the image, and present their work to
the class independently or with support.

Materials/Equipment Needed

Computers with Internet access, an interactive
whiteboard, paper, pencils, the text of the poem
“Another Country”, fantasy images, sentence
templates, key words, a word-processing
program, and a printer.

Activity Description

The lesson begins with reading the poem “Another Country” and discussing how poetic text differs from an ordinary story. Students examine fantasy images, identify unusual details, and use key words and a suggested structure to create a short example together. The teacher then demonstrates how ChatGPT creates an image from a text. The class compares the poem with the generated illustration and considers whether its main elements have been represented correctly. Students write their own versions of the poem, enter them into ChatGPT, which has been opened in advance by the teacher, and generate illustrations. The text and image are transferred to a word-processing program, edited if necessary, and submitted to the teacher for printing. At the end of the lesson, students present their work, read their poems independently or with support, and explain whether the illustration reflects their original idea. The teacher observes how students develop their ideas, use the available support, compare the text with the generated image, and respond when the result differs from their expectations.

Reflection / Notes

The teacher observes how each student expresses their own idea in the poem and identifies similarities or differences between the text and the generated illustration. Students explain whether they have written poetry before, whether it was difficult to imagine an unusual country, and what they found most interesting. After the lesson, the teacher records which forms of support helped students create the text and what additional assistance was required when working with the image and presenting their work.

Adaptations for Special Educational Needs

Key words, sentence starters, and a prepared structure are used to support text creation. Students may dictate the poem, compose it with a classmate, or select words from prepared options. Enlarged high-contrast text, reading aloud, written instructions, and verbal descriptions of images are provided according to individual needs. The activity is divided into short stages, and the length of the poem and level of independence are determined individually.



10. Conclusion

Artificial intelligence is a tool that supports teaching and learning, while the teacher retains the leading role in the educational process. The teacher determines the content and objectives of the lesson, creates and adapts learning materials, decides how AI will be used, organises support for students, and assesses the results of their work. Materials produced with AI do not replace the teacher's professional judgement.

When using one of the lesson plans presented in this guide, the main focus should be on the child's active participation. The creation of a text, a piece of music, learning material, or an image should not be the only outcome of the lesson. The lesson should also involve the student in understanding information, completing the activity, making decisions, expressing their own ideas, comparing options, or presenting their work. A digital tool may be replaced with another tool offering similar functions, provided that the objectives and structure of the lesson are maintained.

The interfaces and features of services may change, but the lesson plans can be used as a basis for creating new lessons by selecting the content, level of difficulty, and response format according to the abilities of the specific group.

Teachers and other professionals who use artificial intelligence in education are advised to select a limited number of suitable tools and learn their features gradually. Developing an in-depth understanding of several services makes it easier to use them confidently for different purposes, adapt materials, and provide students with the support they need.

11. Partner Schools

ESTONIA – Narva Paju Kool,

<https://paju.edu.ee>

POLAND – Zespół Szkół Specjalnych im. Janiny Porazińskiej w Ignacowie,

<https://zssignacow.szkolnastrona.pl>

TÜRKIYE – Tarsus Mehmet Akif Ersoy Ortaokulu,

<https://tarsusmakifersoy.meb.k12.tr>

SWEDEN – Mockfjärdsskolan,

<https://www.gagnef.se/barn-och-utbildning/gagnefs-grundskolor/grundskolor/mockfjardsskolan/>

