AI NAVIGATORS

Empowering Teachers for the AI Era

BEST PRACTICES

CROATIA

Collection of 8 classroom good practice examples

Erasmus+ project | 2024-1-MK01-KA220-SCH-000253777

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GOOD PRACTICE EXAMPLE

GYMNASIUM SECONDARY SCHOOL LEVEL· ART



Analyzing Traditional Costume Patterns Using AI and Digital Tools



Heritage in Pixels: Traditional Patterns vs. AI Generation

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IN THIS PRESENTATION

What will you see?



About the lesson

General information and context



Learning objectives

Student achievement goals



AI tools

Lesson phases and technology used



Results

Reflection and evaluation

PART 1 · INFORMATION

Lesson overview



TEACHER

Josipa Vujčić

Art teacher



SUBJECT

Art

Age group: 15-18 years old



TOPIC

Visualising traditional costume patterns

By using AI and digital tools



SCHOOL

I. Gymnasium

Split, Croatia



DURATION

45 min

1 school hour



AI TOOLS USED

ChatGPT + StitchFiddle

Reconstructing traditional costume motifs

PART 2 · LEARNING GOALS

What will the students learn?

1 Accurately reconstruct a selected traditional costume pattern using a digital tool including at least two correct geometric or repetitive elements

2 Compare AI-generated and manually created patterns by identifying at least two similarities and two differences in structure and visual accuracy

3 Evaluate AI output by identifying at least one inaccuracy (“hallucination”) and explaining why it does not correspond to the original cultural pattern

PART 3 · STRUCTURE

Lesson activities

1. Hook & Warm-up

~5 min

- Comparing authentic and AI generated pattern images
- Discussing visual differences and AI inaccuracies
- Introducing the topic with AI prompt

2. Main Teaching Activity

~20 min

- Demonstrating digital pattern reconstruction on grids
- Analyzing AI versions for cultural accuracy
- Using AI for pattern descriptions and comparisons

3. Practice & Application

~15 min

- Reconstructing patterns digitally
- Noting similarities and differences vs. AI outputs
- Differentiating tasks by pattern complexity levels

4. Wrap-up & Reflection

~5 min

- Summarizing AI limits in cultural understanding
- Sharing key insights and main takeaways
- Assigning pattern reconstruction or reflection homework



DIFFERENTIATION & INCLUSIVITY

Tiered pattern complexity, scaffolded grids, and peer pairing accommodate struggling students while challenging advanced learners to spot subtle AI inaccuracies.

LESSON PREPARATION

Materials & Resources

AI Generation Prompts

Warm-Up Activity

"Generate a short, interactive warm-up activity (5 minutes) to introduce high school students to the topic of AI interpretation of traditional art patterns."

Main Instruction

"Generate a description of a traditional geometric pattern and create a simplified version that could be reconstructed on a grid."

The lesson plan is aligned with Croatian secondary education standards in Visual Arts and Art History, focusing on:

- **Analysis of traditional visual culture**
- **Development of critical thinking**
- **Responsible use of digital and AI tools**

LESSON RESULTS

Formative Assessment

Class Discussion

Explaining differences between AI generation and manual craft during pattern analysis.

Grid Demonstration

Digital reconstruction showing accurate symmetry and repetitive geometric elements.

Exit Ticket

Identifying specific AI hallucinations and articulating the role of cultural context.

Success Criteria: Accurate geometric motif, 2+ comparative distinctions, and identified AI hallucination.

✓ Visual Terminology ✓ Cultural Accuracy

AI IN ACTION

AI Tools Integration

How AI shaped this lesson:

- **Lesson Design:** ChatGPT generated the warm-up hook, motif descriptions, and exit ticket criteria.
- **Critical Foil:** Provided synthetic patterns for students to contrast with authentic museum pieces.
- **Spotting Hallucinations:** Guided learners to detect invented geometric shapes and cultural blind spots.
- **Tiered Scaffolding:** Supplied simple motif references for support and subtle anomalies for advanced critique.

StitchFiddle Activity:

- **Grid Reconstruction:** Students manually map a traditional costume pattern into StitchFiddle using symmetry and repetition.
- **Comparative Critique:** They evaluate their manual grid against an AI-generated output, recording two similarities, two differences, and any hallucinations.
- **Key Takeaway:** Hands-on drafting highlights the gap between algorithmic imitation and authentic cultural craft.

Lesson conclusion and teacher reflection:

„Comparing manual and AI patterns effectively engaged students in critical thinking and identifying errors. Moving forward, allocating more time and additional examples would deepen analysis, reinforcing AI's value as a tool for critical reflection rather than a replacement for learning."

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Analyzing Traditional Costume Patterns Using AI and Digital Tools

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GOOD PRACTICE EXAMPLE

1st GRADE (secondary VET school) · POSTAL SERVICES AND LOGISTICS



Cargo handling and dispatch / Transport packaging



Road Traffic Technician Curriculum

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IN THIS PRESENTATION

What will you see?



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Student achievement goals



AI tools

Lesson phases and technology used



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Reflection and evaluation

PART 1 · INFORMATION

Lesson overview



TEACHER

Jasminka Ančić

Telematics, Postal Traffic Technology and Commerical Operations teacher



SUBJECT

Technical subjects in Postal services and logistics

Age group: 14-15 years old



TOPIC

Cargo handling and transport packaging

Environmentally friendly packaging alternatives



SCHOOL

Secondary Technical Traffic School

Split, Croatia



DURATION

270 min

6 school hours



AI TOOLS USED

Socrative + Gamma + ChatGPT + MagicSchoolAI

Research tasks format

PART 2 · LEARNING GOALS

What will the students learn?

1 Distinguish between different types of packaging

2 Explain the importance of transport packaging

3 Apply appropriate markings to transport packaging

4 Classify (propose) environmentally friendly transport packaging

PART 3 · STRUCTURE

Lesson activities*

1. Hook & Warm-up

~5 min

- Reviewing cargo concepts
- Analyzing student knowledge results
- Discussing packaging

2. Revision & Learning

~25 min

- Delivering the main teaching activity
- Presenting visuals created using AI

3. Practice & Application

~10 min

- Creating and labeling packaging
- Pairing students for practical packaging exercises
- Assessing eco-friendly symbols

4. Wrap-up & Reflection

~5 min

- Presenting research and demonstrations
- Taking AI-supported quizzes
- Evaluating with rubrics



DIFFERENTIATION & INCLUSIVITY

The differentiation strategy provides extra time and peer support for students with learning difficulties, while gifted students act as mentors and complete advanced projects on packaging symbols.

** Activites for 1 school hour*

LESSON PRODUCTS

Materials & Resources

- **Greenpeace:** Global environmental campaigns — https://www.greenpeace.org/
- **EPA:** Recycling basics and guidelines — https://www.epa.gov/recycle/recycling-basics-and-benefits
- **EU Commission:** European waste management policies — https://environment.ec.europa.eu/topics/waste-and-recycling_en
- **UNEP:** Global sustainability resources and reports — https://www.unep.org/resources

AI IN ACTION

AI Tools Integration

ChatGPT

socrative

Gamma

MAGIC SCHOOL

How AI shaped this lesson:

- **ChatGPT:** Generating examples and problem-solving tasks.
- **Socrative:** Reviewing concepts and providing digital feedback.
- **Gamma:** Creating visual presentations and displays.
- **MagicSchool:** Generating formative assessment questions.

Teacher reflection:

- What have I learned about symbols and markings on packaging?
- How will I apply this knowledge in the future?
- Consider the use of AI in teaching through research and instruction.

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Cargo handling and dispatch / Transport packaging

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GOOD PRACTICE EXAMPLE

7th & 8th GRADE · MATHEMATICS



Escape the Math Lab



Solving Linear Equations - Parentheses & Variables on Both Sides

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PART 1 · INFORMATION

Lesson overview



TEACHER

Ivanka Prnjat

Math teacher



SUBJECT

Mathematics

Up to 20 students



TOPIC

Solving Linear Equations

Parentheses, Variables on both sides



SCHOOL

Lapad Elementary School

Dubrovnik, Croatia



DURATION

45 min

10th April 2026.



AI TOOLS USED

ChatGPT + GoogleAI

Escape room format

PART 2 · LEARNING GOALS

What will the students learn?

1 Solve multi-step linear equations involving parentheses and variables on both sides

2 Translate a word problem into a mathematical equation and solve it systematically

3 Develop logical thinking, error-checking habits, and teamwork under time pressure

4 Reflect on the use of AI in generating mathematical content and evaluate its reliability

PART 3 · STRUCTURE

Lesson activities

1. Introduction & Hook

~5 min

- Setting the scene
- Forming teams
- Narrative briefing

2. Escape room

~30 min

- Solving sequential locks
- Teacher providing hints
- Bonus challenge for early finishers

3. Debrief

~5 min

- Discussing challenge areas
- Critiquing AI accuracy
- Announcing the winning team

4. Solution reveal

~5 min

- Working through equations together
- Addressing common mistakes
- Comparing student work



DIFFERENTIATION & INCLUSIVITY

Providing hint cards for support, a bonus problem-creation challenge for extension, an engaging escape room format for kinaesthetic learners, and a debriefing session focused on error analysis.

LESSON PRODUCTS

Lesson material examples

TOP SECRET

"You are trapped in the top-secret Math Lab! The doors are electronically locked. The only way out is a 5-digit secret code. Each solved equation reveals one digit of the code. One mistake, and you stay in the lab forever! Good luck, scientists."

Teacher reads the story aloud at the start of the lesson. Display on projector for full effect.

Optional: dim the lights briefly for atmosphere.

The Five Locks – Equation Challenges

Lock	Level	Equation / Problem	Answer	Code Digit
🔒 1	Basic (one-step)	3x + 7 = 25	**x = 6**	**1st digit: 6**
🔒 2	Variables on both sides	5x – 8 = 2x + 10	**x = 6**	**2nd digit: 6**
🔒 3	Parentheses	3(x + 4) = 2x + 18	**x = 6**	**3rd digit: 6**
🔒 4	Complex (multi-step)	4(2x – 1) = 3x + 17	**x = 4.2**	**4th digit: 4**
🔒 5	Word Problem	"A number multiplied by 4 and decreased by 6 is equal to double that number increased by 10." Equation: 4x – 6 = 2x + 10	**x = 8**	**5th digit: 8**
🔓 **FINAL ESCAPE CODE: 6 – 6 – 6 – 4 – 8**				

Optional – "Hard Mode" Variations

Variation	Name	How It Works
⏱️ Option 1	The Time Bomb	Display a countdown timer on the projector (e.g., 30 minutes). Visual pressure increases engagement and urgency.
❌ Option 2	The Penalty	Each incorrect code attempt adds 2 minutes to a team's final time. Encourages careful checking before submitting.
🎭 Option 3	The Red Herring	Add a 6th equation that looks like a lock but is NOT part of the code. Teams must figure out which 5 are genuine.

🏆 **BONUS LOCK – For Scientists Who Escaped Early**

Solve: 5(x – 2) + 3x = 2(x + 6)

Step-by-step: 5x – 10 + 3x = 2x + 12 → 8x – 10 = 2x + 12 → 6x = 22 → x ≈ 3.67

Challenge: Write your own word problem that leads to the same equation.

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ChatGPT

Gemini

AI IN ACTION

AI Tools Integration

ChatGPT: Narrative ("Math Lab"), progressive equation challenges, answer key/escape code, lesson flow, and debrief questions.

Google AI (Gemini): Gamification framework (escape room), difficulty progression, "Hard Mode" variations, and bonus challenge.

How AI shaped this lesson:

- **ChatGPT** generated **the five equations** with carefully **calibrated difficulty**, ensuring each builds on the previous
- **Google AI** designed the **gamification layer** (the narrative hook, time pressure mechanics, and the optional "Hard Mode" rules to **increase engagement**)
- **The teacher** verified all equations and solutions **manually** before the lesson, and adjusted the **word problem** (Lock 5) to match the language level of 7th/8th graders
- **The lesson design** was cross-checked using **both tools** to confirm **mathematical accuracy** of all steps

Critical AI literacy moment:

During the debrief, teacher asks:"An AI generated these equations and the escape code. How would you verify that the code is correct? What could go wrong if we trusted AI without checking?"

CONCLUSION

Teacher assessment

Type	Description	Timing
Formative – observation	Teacher monitors team problem-solving; identifies common errors in equation steps.	Min 5–35
Formative – self-check	Teams verify their escape code before submitting — encourages error-checking habits.	Min 5–35
Formative – discussion	Debrief Q&A: students explain their approach to the hardest locks.	Min 35–45
AI literacy check	Students reflect on verifying AI-generated equations — critical thinking about tool reliability.	Min 35–45
Summative (optional)	Individual written follow-up: solve 2 equations similar to Locks 3 and 4.	Next lesson

Reflection Area	Notes
Which lock caused the most difficulty?	
Did the escape room format increase engagement?	
Were AI-generated equations mathematically sound?	
How did students respond to the AI critique discussion?	
What I would change for next time	

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Escape the Math Lab

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GOOD PRACTICE EXAMPLE

4th GRADE (secondary VET school) · CROATIAN LANGUAGE



„Family spirit" – Discussion



„Aria di famiglia" – a novel by Alessandro Piperno

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Lesson overview



TEACHER

Lara Ilić

Croatian language teacher



SUBJECT

Croatian language

Age group: 17-18 years old



TOPIC

„Family spirit” or „Duh obitelji”

Novel discussion



SCHOOL

Secondary Technical Traffic School

Split, Croatia



DURATION

90 min

A double period activity



AI TOOLS USED

Gemini + ChatGPT + MagicSchoolAI

Literary analysis in debate format

PART 2 · LEARNING GOALS

What will the students learn?

1 Learn to define political correctness

2 Learn to recognize the importance of academic independence

3 Define antiheroes and unreliable narrator

PART 3 · STRUCTURE

Lesson activities

1. Hook & Warm-up

~5 min

- Defining controversial terms in an academic context
- Introducing related idioms on the board
- Designing the activity using AI

2. Main Teaching Activity

~25 min

- Introducing the antihero concept
- Comparing censorship in *1984* and *The Human Stain*
- Using AI examples to discuss systemic control

3. Practice & Application

~10 min

- Debating institutional control vs. free speech
- Arguing for enforced moral boundaries
- Advocating for absolute academic freedom

4. Wrap-up & Reflection

~5 min

- Summarizing key lesson concepts
- Researching local academic controversies for homework
- Reflecting on positive student AI engagement



HOMEWORK OR FOLLOW-UP ACTIVITY

Find other examples of similar academic fates both in Croatian literature or in public space.

AI IN ACTION

AI Tools Integration

ChatGPT

Gemini

MAGIC SCHOOL

How AI shaped this lesson:

- **MagicSchool:** Used during the warm-up to design a relatable, easy-to-follow activity introducing key idioms and terms.
- **ChatGPT:** Used during instruction and practice to generate explanations, examples, and debate prompt materials.
- **Gemini:** Used to provide specific instructional prompts and content generation during the main activity.

Formative assessment:

Students demonstrate their learning by writing the answer to an AI-generated assessment question on an exit ticket.

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THANK YOU!

„Duh obitelji" – Discussion

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GOOD PRACTICE EXAMPLE

VOCATIONAL SECONDARY SCHOOL LEVEL · POLITICAL SCIENCE



Political Party Simulation & Parliamentary Elections



Using Padlet as the Digital Collaboration Platform

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PART 1 · INFORMATION

Lesson overview



TEACHER

Nataša Brailo

Sociology and Portuguese language teacher



SUBJECT

Political Science

15-30 students



TOPIC

Political party campaign simulation

With simulated Parliamentary elections



SCHOOL

Economic and Trade School

Dubrovnik, Croatia



DURATION

90 min

A double period class



AI TOOLS USED

Padlet + Generative AI

Project-based learning

PART 2 · LEARNING GOALS

What will the students learn?

1 Understand the structure and role of political parties within a parliamentary democracy

2 Collaboratively build a party identity, including its ideology, branding, core policies, and campaign manifesto

3 Practice democratic debate and presentation skills by negotiating within groups and pitching political ideas to an audience of voters

4 Utilize Padlet effectively as a shared digital workspace for collaborative campaign planning and tasks

Lesson activities

Session 1 (45 minutes) - Founding the Party

Theme: Who are we and what do we stand for?

Time	Activity	Tool / Resource
0–5 min	Teacher introduction: explain the simulation context. Students are founding a political party to compete in a class parliamentary election. Introduce Padlet and show how to post.	Teacher demo - projector
5–10 min	Divide class into groups of 4–6. Each group opens their dedicated Padlet board and assigns roles: Party Leader, Communications Director, Policy Lead, Treasurer (adapt to group size).	Padlet - group boards
10–20 min	Party Identity sprint: Groups agree on a party name, choose an ideological position (left / centre / right / green / libertarian etc.) and write their motto on Padlet.	Padlet - 'Party Identity' column
20–35 min	Policy Workshop: Each group brainstorms and posts at least 3 concrete policy proposals on their board under 'Core Values' and 'Policy Proposals'. Teacher circulates to prompt with guiding questions.	Padlet - Policy columns
35–42 min	Gallery Walk: Groups briefly view other parties' boards (read-only) and add a 'reaction' or sticky note comment on one policy they find interesting.	Padlet reactions / comments
42–45 min	Wrap-up and checkpoint: Teacher reviews boards on projector. Brief class discussion: what differences do we see between the parties?	Padlet - projector display

Session 2 (45 minutes) - The Campaign & Election

Theme: Winning voters and defending our ideas.

Time	Activity	Tool / Resource
0–5 min	Quick recap: groups review their Session 1 Padlet boards and make any final edits to policies. Teacher sets the context for the election debate format.	Padlet - group boards
5–15 min	Campaign Preparation: Each group creates their campaign slogan and a simple election poster (uploaded to Padlet). They also prepare 2–3 debate talking points in the 'Debate Notes' section.	Padlet - Slogan & Poster columns
15–30 min	Parliamentary Debate Simulation: Each party's leader gives a 90-second pitch to the class. Other groups may ask one question each. Speakers post key arguments on Padlet in real time.	Padlet live posting + class debate
30–38 min	Voting Round: Each student votes (anonymously) for their preferred party — excluding their own — using an online poll (Mentimeter, Google Forms, or paper ballot). Results displayed.	Poll tool or paper ballots
38–43 min	Results & Reflection: Announce winning party. Class discusses: What made that party's campaign effective? What would they change?	Class discussion
43–45 min	Exit Ticket: Each student posts one thing they learned on a shared class Padlet wall ('Our Takeaways' board).	Padlet - shared class board

Lesson materials

Guiding Questions for Session 1

- What problem in society does your party most want to fix?
- Who is your target voter? What do they care about?
- Is your policy realistic? How would you fund it?
- What makes your party different from the others?

Guiding Questions for Session 2

- How did you decide on your campaign slogan?
- Was it difficult to defend your policies under questioning?
- Did any other party's idea change your mind about something?
- How is this simulation similar to or different from real elections?

Padlet Setup (Teacher Preparation - Before Class)

Create one Padlet board* per group (3–5 groups recommended). Use the 'Shelf' or 'Canvas' layout for best results. Each board should have the following pre-labelled columns or sections:

Section	Purpose	Example Content Students Add
Party Identity	Name, motto, colours, logo sketch	"Green Future Party - Progress for All"
Core Values	3-5 ideological principles	Sustainability, equality, free education
Policy Proposals	3 concrete policy pledges	Free public transport under 25
Campaign Slogan	Short, memorable phrase	"A greener tomorrow, today."
Election Poster	Sketch or digital image upload	Canva design / hand-drawn scan
Debate Notes	Arguments prepared for Q&A round	Rebuttals to opposing parties

Share each board link (or QR code) with the corresponding group before or at the start of class.

Teacher tips

Differentiation Strategies

For students who need more support

- Provide a policy template with sentence starters on Padlet (e.g., “We believe that… therefore we will…”).
- Assign the role of ‘researcher’ rather than ‘debater’ so they contribute via Padlet without pressure to speak.
- Pair with a stronger student for the debate preparation phase.

For advanced students

- Require economic or statistical justification for at least one policy (link a source on Padlet).
- Assign the party leader role and challenge them to respond to opposition arguments spontaneously.
- Ask them to write a short post-election press release on Padlet as a homework extension.

Practical Tips for Teachers

- Test Padlet the day before to confirm all student devices can access it.
- Use Padlet’s ‘moderation’ feature if you want to approve posts before they go live.
- If devices are limited, allow pairs to share one device per role.
- Keep the debate rounds strictly timed - a visible countdown timer helps.
- Encourage students to react to others’ posts during the gallery walk to boost engagement.
- Save all Padlet boards as PDFs after class for your records and for student portfolios.

Extension Activities

- **Homework:** Students write a 250-word reflection on what they would change about their party’s manifesto after the debate.
- **Follow-up lesson:** Compare the simulated parties to real political parties in your country - which real party is most similar to each group?
- **Cross-curricular link:** Collaborate with the Media Studies class to produce a campaign video or social media post.
- **Advanced project:** Students research a real election campaign and present findings on a Padlet board.

AI IN ACTION

AI Tools Integration

How AI shaped this lesson:

- **Lesson & Rubric Design:** Generative AI was used to design the detailed lesson structure, discussion prompts, and assessment criteria.
- **Workspace Setup:** Padlet's built-in generative AI was used to instantly generate the board layout and pre-labeled categories for the simulation.
- **Student Creative Assets:** Students leverage Padlet's integrated AI image generator (*"I can't draw"*) to create their political party logos and campaign posters.

CONCLUSION

Teacher assessment

This activity can be assessed formatively or summatively using the following criteria:

Criterion	Evidence (on Padlet)	Weighting (suggested)
Party Concept & Identity	Name, motto, values clearly posted	25%
Policy Quality	3 specific, justified policies	30%
Campaign Materials	Slogan + poster on Padlet	20%
Debate Participation	Pitch + responses to questions	15%
Reflection (Exit Ticket)	Post on shared class board	10%

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Political Party Simulation & Parliamentary Elections

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GOOD PRACTICE EXAMPLE

4th GRADE (gymnasium) · HISTORY



Socio-political changes and the collapse of communism in Europe



Eastern Europe: Historical Analysis and AI Verification

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Lesson overview



TEACHER

Pino Repanić

History teacher



SUBJECT

History

Age group: 18 years old



TOPIC

Socio-political changes in Eastern Europe

After the collapse of communism regime



SCHOOL

I. Gymnasium

Split, Croatia



DURATION

45 min

1 school hour



AI TOOLS USED

ChatGPT

Presentation and reliability

PART 2 · LEARNING GOALS

What will the students learn?

1 Analyzing the fall of Eastern European regimes across Germany, Poland, the USSR, Romania, Czechoslovakia, and Bulgaria

2 Evaluating the accuracy and reliability of historical facts generated by artificial intelligence

3 Cross-referencing AI outputs with historical evidence to develop critical fact-checking skills

PART 3 · STRUCTURE

Lesson activities

1. Hook & Warm-up

~5 min

- Presenting the lesson's key question
- Asking revision questions about détente and the USSR's Eastern Bloc
- Dividing the class into groups and assign each one country

2. Main Teaching Activity

~20 min

- Using AI to create timelines, research key figures, and identify causes of the collapse
- Evaluating AI-generated sources for bias and verifying accuracy with textbook

3. Practice & Application

~15 min

- Researching assigned topics using AI in groups
- Presenting findings and discussing the sources used
- Analyzing the accuracy of AI-generated data collaboratively with the teacher

4. Wrap-up & Reflection

~5 min

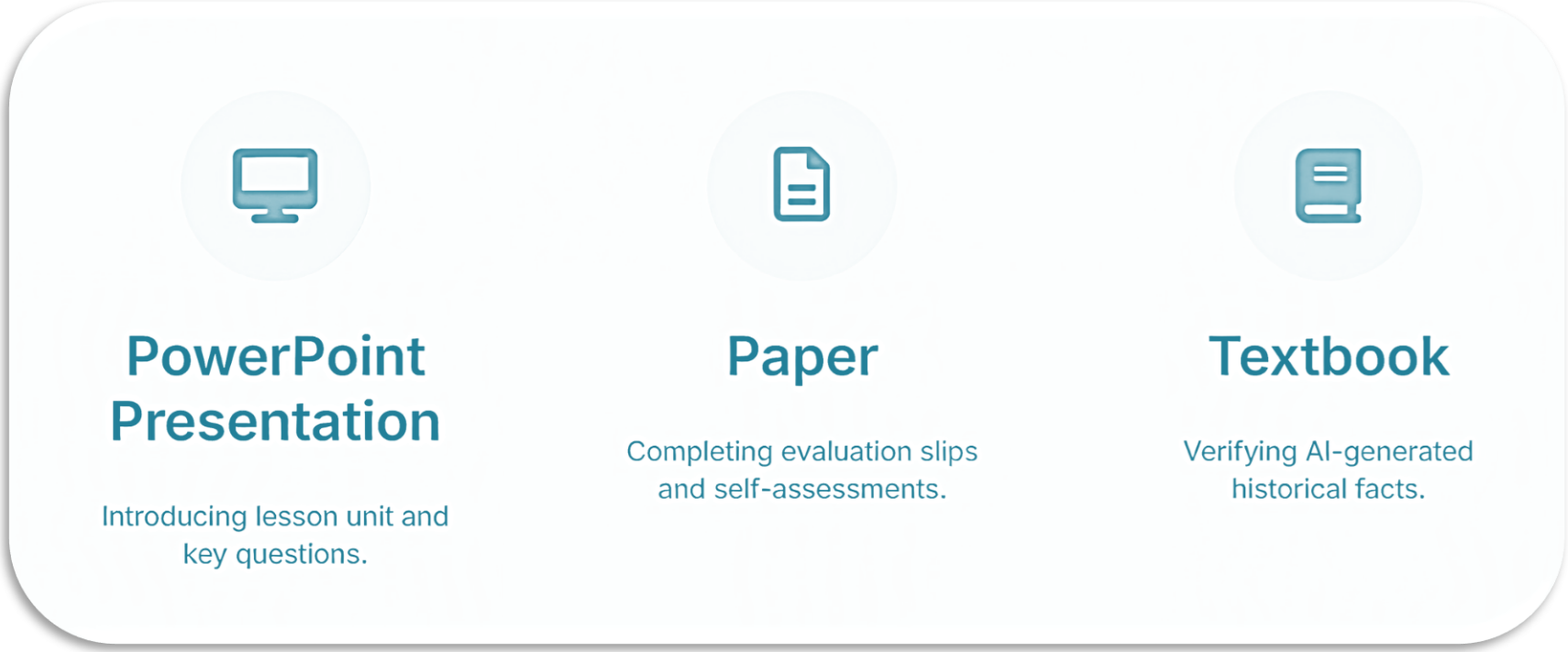
- Analyzing student answers and evaluating sources
- Reflecting on students' over-reliance on AI and lack of prompt-writing skills

FORMATIVE ASSESSMENT

Student learning is formatively assessed through a combination of 3-2-1 evaluation slips, group self-assessments, and AI-generated questions to evaluate student progress.

TRADITIONAL MATERIALS USED

Materials & Resources



AI IN ACTION

AI Tools Integration

How AI shaped this lesson:

- **Lesson Planning & Materials:** The teacher utilized AI behind the scenes to refine the student research prompts and generate the self-assessment questions used at the end of the class.
- **Active Student Research:** Instead of just reading a textbook, students used ChatGPT to actively generate historical timelines, identify key figures, and summarize the causes of the collapse of communism.
- **Developing AI Literacy:** The core focus of the lesson shifted from simply memorizing facts to critical evaluation. Students explicitly prompted the AI for its sources and analyzed them for bias and objectivity.
- **Fact-Checking Practice:** AI was used as a starting point rather than an absolute truth; its outputs were directly cross-referenced with traditional textbooks to teach students the importance of verifying AI-generated data.

Lesson conclusion and teacher reflection:

„Students are too dependent of using AI tool, they don’t understand that they need to valuate AI generated facts. Students don't know how to make valuable prompts.”

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THANK YOU!

Socio-political changes and the collapse of communism in Europe

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GOOD PRACTICE EXAMPLE

2nd GRADE (medical VET school)· ANATOMY



AI-generated song for Osteology, Forensics and Anthropology topics

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IN THIS PRESENTATION

What will you see?



About the lesson

General information and context



Learning objectives

Student achievement goals



AI tools

Lesson phases and technology used



Results

Reflection and evaluation

PART 1 · INFORMATION

Lesson overview

TEACHER

Lana Ferizović Karađole

Basic and applied medical sciences teacher

SCHOOL

Medical School

Dubrovnik, Croatia

SUBJECT

Anatomy & Physiology

Osteology, Forensics & Anthropology

DURATION

45 min

10th April 2026.

TOPIC

Introduction to Human Osteology

Through Forensic and Anthropological Lenses

AI TOOLS USED

Suno

AI music generation

PART 2 · LEARNING GOALS

What will the students learn?

1 Identify major human bones using correct Latin nomenclature and mnemonic devices from the song

2 Differentiate between the roles of Forensic Anthropology and Biological Anthropology

3 Analyze skeletal remains to determine basic demographic data such as age, sex, and stature

4 Reflect critically on the use of AI-generated creative content as a pedagogical tool

PART 3 · STRUCTURE

Lesson activities

1. Introduction & Hook

~5 min

- Playing the AI-generated track
- Listing recognized bone names
- Introducing the silent language of bones

2. Lecture & Discussion

~15 min

- Latin skeletal nomenclature
- Basic forensic and biological anthropology concepts
- Drawing a comparative Venn diagram

3. Practice & Annotation

~15 min

- Demonstrating sexual dimorphism and age estimation
- Connecting song metaphors to Latin bone terms
- Determining the forensic significance of lyrics

4. Conclusion & Summary

~10 min

- Kinaestethic review of the song
- Evaluating the AI song's reliability
- Individual written task



DIFFERENTIATION & INCLUSIVITY

The differentiation strategy supports diverse learning styles through terminology cheat sheets and musical engagement, while challenging advanced students to draft forensic reports and critically evaluate the AI song's scientific accuracy.

LESSON PRODUCTS

Lesson material examples

Decoding Bone Biographies: Students translate the metaphorical lyrics of "Šapat kostiju" into clinical Latin observations to deduce the forensic biography of the skeleton with teacher guidance.

"Lyric Translation" Activity Guide

Song Reference (example)	Latin Bone / Structure	Forensic / Clinical Significance
"Heavy heart" / "chest that carried weight"	*Sternum / Costae*	Trauma markers; healed fractures indicate previous injury
"Tired legs" / "steps worn down"	*Femur / Tibia*	Periosteal stress markers from heavy occupational loading
"Silent jaw" / "words never spoken"	*Mandibula*	Dental eruption pattern → age estimation (12–25 years)
"The cradle that held life"	*Pelvis*	Primary sex indicator; obstetric history in females
"The dome that held all thought"	*Cranium*	Ancestry & sex determination; trauma analysis

Resources:

- Suno AI track "Šapat kostiju" — downloaded as MP3; played via classroom speaker system.
- Printed lyrics handout (one per student) with annotation margin.
- Skeleton model or anatomical poster — used during the Bone Lab segment.
- Projector/smartboard — for displaying bone diagrams and the Suno cover/waveform.
- Whiteboard and markers — for the Forensics vs Anthropology concept map.
- Exit ticket slips (half A5).

Technical Terminology Cheat Sheet

Latin Term	English Common Name	Forensic Significance
Cranium	Skull	Sex and ancestry determination; cranial suture fusion for age
Mandibula	Lower Jaw	Age estimation via dental eruption and wear patterns
Sternum	Breastbone	Sternal end fusion; trauma evidence from blunt force
Columna vertebralis	Spine / Vertebral Column	Degenerative changes indicate age and occupation
Scapula	Shoulder Blade	Muscle attachment markers; dominant side identification
Humerus	Upper Arm Bone	Stature estimation; taphonomic analysis
Pelvis	Pelvis	Primary indicator of biological sex; obstetric history
Femur	Thigh Bone	Most reliable bone for stature estimation
Symphysis pubica	Pubic Symphysis	Age estimation (surface morphology changes 18–70+ years)
Ossa metatarsalia	Foot Bones	Individual identification in mass disaster scenarios

AI IN ACTION

AI Tools Integration

What is Suno?

Suno (suno.com) is an AI music generation platform that creates original songs; including melody, instrumentation, and vocals - from a text prompt. The teacher used Suno to compose "Šapat kostiju" ("The Whisper of Bones"), a song specifically designed to embed Latin bone names and forensic concepts into a memorable musical format.

Prompt used: "Create a melancholic, atmospheric song in Croatian and English about human bones speaking their secrets to a forensic scientist. Include references to cranium, femur, pelvis, mandibula, and sternum. Tone: poetic, scientific, haunting."

How AI shaped this lesson:

- The song serves as the opening hook (min 0–5) and a closing review tool (min 35–40), replacing traditional flashcard revision.
- Lyrics are distributed as a handout — students annotate them, identifying bone names and translating metaphorical language into clinical Latin observations.
- The "Lyric Translation" activity (min 25–35) uses song references as case-file prompts for skeletal analysis.
- The song functions as an embedded mnemonic — melody aids long-term retention of Latin nomenclature.

Critical AI literacy moment:

Students are asked: "Could a Suno-generated song contain anatomical errors? How would you verify it?" They compare song references with their textbook and identify one accurate and one potentially imprecise reference.

CONCLUSION

Teacher assessment

Student learning assessment

Type	Description	Timing
Formative – listening	Song annotation: students list bones and feelings recognised during playback.	Min 0–5
Formative – written	Venn diagram (forensics vs anthropology) completed individually.	Min 15–25
Formative – practical	Lyric translation activity: metaphor → Latin bone → forensic significance.	Min 25–35
Formative – kinaesthetic	Whisper Review: students point to correct bone on body/model during song reprise.	Min 35–40
Summative – exit ticket	3 Latin terms + 1 forensic/anthropological distinction + optional AI critique.	Min 40–45

Teacher reflection

Reflection Area	Notes
How did students respond to the Suno song?	
Was the Lyric Translation activity effective?	
Did the song aid memorisation of Latin terms?	
Quality of AI critique in exit tickets	
What I would change for next time	

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THANK YOU!

The Language of Bones

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GOOD PRACTICE EXAMPLE

1st GRADE (gymnasium) · HISTORY



The Second Punic War



AI Historical Interviews: Facts vs. Interpretation

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PART 1 · INFORMATION

Lesson overview

TEACHER

Jurica Dukan

History teacher

SUBJECT

History

Age group: 15-16 years old

TOPIC

The Second Punic War

Comparing historical perspectives with AI

SCHOOL

I. Gymnasium

Split, Croatia

DURATION

45 min

1 school hour

AI TOOLS USED

ChatGPT

AI interviews task

PART 2 · LEARNING GOALS

What will the students learn?

1 Distinguish historical facts and interpretations

2 Understand historical perspective

3 Evaluate limitations of sources (Ai included)

PART 3 · STRUCTURE

Lesson activities

1. Hook & Warm-up

~5 min

- Discussing the 1st Punic War
- Recalling key Roman historical figures
- Presenting the main lesson question

2. Main Teaching Activity

~20 min

- Presenting key facts of the 2nd Punic War
- Using traditional teaching materials

3. Practice & Application

~15 min

- Conducting AI-generated interviews with Hannibal and Scipio
- Comparing their perspectives using a structured table

4. Wrap-up & Reflection

~5 min

- Discussing historical truth, bias, and AI limitations
- Concluding on the importance of historical evidence

DIFFERENTIATION & INCLUSIVITY

For struggling students, the teacher provides sentence starters or fewer questions, while encouraging fast finishers to explore additional questions with the AI historical figures.

LESSON PRODUCTS

Materials & Resources



Kahoot!

Interactive formative assessment.



PowerPoint

Visual presentation delivery.

AI IN ACTION

AI Tools Integration

ChatGPT

How AI shaped this lesson:

- Generating interviews enabling students to critically compare different perspectives and distinguish between factual evidence and subjective interpretation

CORE ACTIVITY

The AI Interview Prompt

System Prompt

```
"Imagine you are _____.
Answer the questions in first person.
Clearly mark what is based on historical
facts and what is interpretation."
```

Lesson conclusion and teacher reflection:

The successful lesson concluded with students answering the initial key question and receiving homework to interview another historical figure to further explore AI limitations.

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THANK YOU!

The Second Punic War

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