AI NAVIGATORS | BELGIUM

BEST PRACTICES

Collection of 8 teaching examples

AI Navigators: Empowering Teachers for the AI Era

Project ID: 2024-1-MK01-KA220-SCH-000253777

The Heroic Years (1912–1918)

Man and Society · Bulgarian Sunday School “Peyo Yavorov” · Brussels

4th grade | 10 years old | 40 minutes | Bulgarian curriculum

Teacher: Milena Bozhanova

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BELGIAN BEST PRACTICE

Why this case stands out

Age-appropriate history

A complex historical period is made accessible for 10-year-old learners through images, maps and short descriptions.

AI for creation

Students use AI and digital tools to create a short visual presentation or poster.

History meets empathy

The lesson asks students to connect heroic events with courage and empathy in their own lives.

Clear scaffolding

Templates support learners with less computer experience, while advanced students create more independently.

Visible outcomes

Group presentations make learning visible through factual accuracy, creativity and oral sharing.

The learning challenge

Students are invited to understand “heroism” not only as a historical topic, but as a human value connected to courage, empathy and memory.

- Name key events of the Balkan Wars and World War I.
- Understand Bulgaria’s role during 1912–1918.
- Use AI to create a short visual presentation about heroic moments and important personalities.
- Connect historical events with examples of courage and empathy in their own lives.

5-minute warm-up

The hook: seeing history first

Historical photos from the Balkan Wars and World War I

“What do you see in these pictures?”

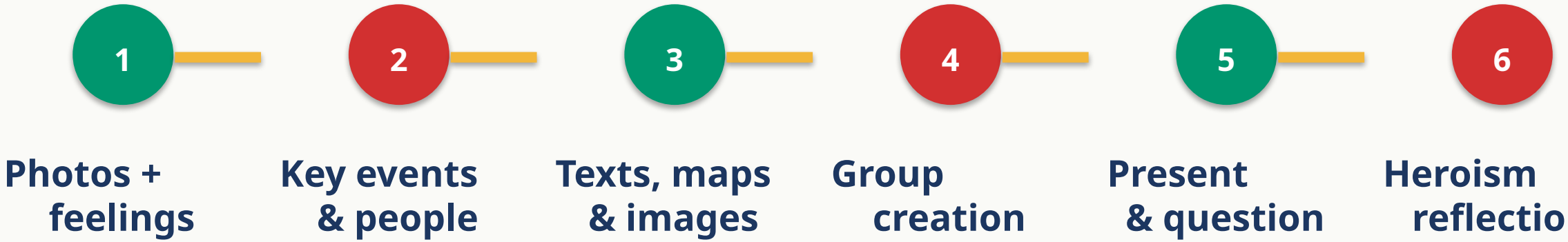
“How would you feel if you were there?”

The warm-up uses emotion and observation to open a history lesson with empathy, not only facts.

AI-supported design: ChatGPT + Canva + Other

The 40-minute learning journey

Lesson at a glance



A compact cycle: observe → learn → create → present → connect.

Teaching focus: history made concrete

Explain

Main events and key personalities of the Balkan Wars and World War I.

Examine

Short texts, images and maps showing battles and historical context.

Create

A mini-presentation or poster about a heroic moment or personality.

Best-practice idea: the lesson balances direct historical explanation with student-made visual output.

Purposeful tool use

Where AI enters the lesson

ChatGPT — Generates short descriptions of key events and personalities.

Canva — Creates visual materials that support understanding of historical facts.

Other tools — Support students in building short visual presentations or posters.

Prompt used during instruction

“Create a short description and illustration of the Balkan Wars and World War I, suitable for a 4th grade presentation.”

Student practice: history as a visual story

In groups, students use AI and digital tools to make a mini-presentation or poster about:

- a heroic event
- an important personality
- a heroic moment from 1912–1918

The product is short, visual and collaborative, appropriate for young learners and a 40-minute lesson.

BELGIAN BEST PRACTICE

Differentiation by design

Support route

Students with less computer experience use pre-made templates.

Extension route

More advanced students write text and create visuals independently.

AI tools used for practice or differentiation: ChatGPT

The differentiation is practical: students can participate at different levels of digital confidence while still contributing to the shared historical task.

BELGIAN BEST PRACTICE

Formative assessment: evidence of understanding

Assessment method

Group presentations + short oral questions to classmates

What the teacher checks

Factual accuracy and creativity.

AI support

ChatGPT generates example questions for discussion.

Success criteria: students describe at least one key event or personality from 1912–1918 and make at least one connection with personal courage.

Closing the lesson

Closure

Discuss the most interesting findings from the presentations and summarise heroism and the importance of 1912–1918.

Homework

Write one sentence: “Which heroic event would you like to experience and why?”

Teacher reflection

Students were actively engaged; visual and group tasks encouraged creativity and critical thinking.

Transferable practice

What another teacher can borrow

1	**Start with historical images**	Invite observation and empathy before explaining facts.
2	**Use AI for age-appropriate materials**	Generate short descriptions and visuals suitable for 4th grade.
3	**Turn history into a student product**	Mini-presentations and posters make learning visible.
4	**Connect past and present**	Ask students to relate historical courage to personal examples of courage and empathy.

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BELGIAN
BEST PRACTICE

Business Growth & Integration

ECOALIST: analysing how and why firms grow through real-world cases and SWOT thinking

ECONOMICS

AGE 14–15

Rocío Jordán Padilla • EEB2 • Belgium • 120 min

AI-enhanced cooperative learning

From case studies → integration decisions → SWOT → client-ready briefing

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Why this is a best practice

AI supports the design. Learning remains social, analytical and student-led.

Authentic economics

Students analyse growth decisions involving recognisable firms, connecting economic concepts to situations they can understand and debate.

Structured collaboration

The activity deliberately moves from pairs to groups of four, with each student becoming a SWOT “specialist” responsible for one perspective.

Purposeful AI use

ChatGPT helped the teacher design rich scenarios, guided questions and differentiation — not replace student thinking or discussion.

Best-practice signal: AI expands the quality of the learning design while students do the reasoning, collaboration and judgement.

THE LEARNING CHALLENGE

How do firms grow, and what does that growth mean?

Students move beyond definitions to evaluate real growth decisions.

CORE ECONOMIC KNOWLEDGE

- Internal vs external growth
- Vertical • horizontal • lateral • conglomerate integration
- Why firms choose to grow
- Internal & external economies of scale

THE HIGHER-ORDER TASK

Use SWOT analysis to examine different firm-growth case studies.

Students must identify the growth method, explain the rationale, and weigh benefits against possible consequences.

THE HOOK

Start with faces students may recognise

A simple non-AI warm-up activates prior knowledge before introducing the economics.

4–5 MINUTES

“Who is this CEO — and which business do you connect them with?”

The teacher showed pictures of different CEOs and invited students to link each person with their business.

→ A quick bridge from familiar companies to the question: how did these firms become larger?

LESSON AT A GLANCE

A deliberately social learning journey

Students progressively build understanding, responsibility and confidence.

PAIR

Read case studies
Highlight evidence

→

ANALYSE

Identify growth & integration

→

MERGE

Pairs become groups of four

→

SPECIALISE

One SWOT role per student

→

PRESENT

Client-ready briefing
+ peer feedback

Guided questions support students throughout the process.

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ChatGPT as a learning-design partner

The teacher used AI to create and structure the activity, scenarios and scaffolding.

1 Scenario design

Generate detailed scenarios involving well-recognised firms that have grown in different ways.

2 Activity architecture

Shape an interactive progression from pair analysis to four-person groups and final presentation.

3 Differentiation

Provide guided questions and scaffolding appropriate for 14-year-olds in their first year of Economics.

Prompt intent: “Create different scenarios with well-recognised firms… identify the type of growth, reasons/benefits and possible consequences… boost cooperation, creativity and motivation.”

ECOALIST: students become growth consultants

The activity gives the economics a professional purpose and a clear audience.

ECOALIST

A fictional company that analyses the SWOT of a firm's decision to become larger.

ROLE: ECONOMIC ADVISERS

01	**Understand the firm**	What happened?
02	**Classify growth**	Internal / external + integration type
03	**Evaluate the decision**	Why grow? What benefits and consequences?
04	**Brief the "client"**	Present a balanced recommendation

COLLABORATION BY DESIGN

Every student owns one part of the SWOT

Specialisation creates individual accountability inside group work.

S

STRENGTHS

What advantages does the growth decision create?

W

WEAKNESSES

What internal difficulties or costs might appear?

O

OPPORTUNITIES

What new possibilities could growth unlock?

T

THREATS

What external risks or negative consequences matter?

Then specialists share → the whole group understands all four perspectives → peers give feedback after presentations.

Assessment is embedded in the task

Students produce visible evidence of both economic understanding and balanced judgement.

Firm growth analysis

✓ Method of growth
✓ Type of integration
✓ Relevant evidence from the case

Completed SWOT

✓ At least one clear point per category
✓ Appropriate economic vocabulary
✓ Benefits + risks

Client-ready briefing

✓ Explain the growth decision
✓ Give reasons
✓ Present the SWOT
✓ Respond to peer feedback

Success criteria progress from basic recall (5–6) → sound application (7–8) → comprehensive, accurate analysis (9–10).

What can another teacher borrow from this case?

A replicable pattern for using AI without outsourcing the learning.

“It went very well, the group was engaged and interested in the different case studies.”

— Rocío Jordán Padilla

REPLICATE THE PATTERN

- → Use AI to create richer, age-appropriate cases.
- → Move from pairs → expert roles → group synthesis.
- → Give students a real-world role and audience.
- → Assess the product and the reasoning, not AI use itself.

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Introduction to Databases

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Subject: **ICT** · Relational Databases ·

Teacher: Maria BOUMPOUKA

11th grade, age 16-17

Lesson Duration: 90 minutes

European School of Brussels II

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BEST PRACTICE VALUE

Why this case stands out

Authentic problem first

Students begin with a familiar spreadsheet and ask what happens when data grows to millions of records.

Practice in a live environment

Students test their solutions directly in the W3Schools platform.

Self-paced learning

The worksheet lets students study examples and practise on similar tasks at their own pace.

AI-supported differentiation

AI generated specific examples and tasks on the teacher-provided layout, with baseline and extension exercises.

The learning challenge

1. Recall and explain the purpose of a relational database and the concept of a table, field and record.
2. Write and execute SELECT statements to retrieve data from a single table
3. Retrieve data from two tables using INNER JOIN.

INTRO EXERCISE

The hook: when a spreadsheet is no longer enough

1. Project a simple spreadsheet of student data (names, marks, city).
2. **Ask: 'What problems arise when data grows to millions of records?'**
3. Brief class discussion: elicit ideas about searching, filtering, updating.
4. Introduce the concept: databases are designed to solve these problems.

THE LEARNING FLOW

Lesson at a glance

RECALL

tables · fields · records · primary key

DEMONSTRATE

W3Schools TrySQL · Customers table

LIVE-CODE

teacher models and explains

PRACTISE

worksheet + similar tasks

TEST

students try solutions in W3Schools

DISCUSS

summary + whole-class discussion

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PURPOSEFUL AI USE

Where AI enters the lesson

Teacher purpose

“Generate examples and tasks for each different topic”

AI-generated material
Worksheet

Practice environment
W3Schools platform, Teams

AI supported the creation of the worksheet and the task set rather than replacing the live demonstration or student practice.

STUDENT EXPERIENCE

The main activity: self-paced SQL practice

Students use the worksheet to study the examples and practice on similar tasks.

STUDY
Review a worked example in the worksheet.

PRACTISE
Apply the same idea to a similar query task.

TRY
Test the solution in the W3Schools platform.

SUPPORT + EXTENSION

Differentiation is built into the task set

Baseline exercises

A core route through the worksheet for students working on the essential database skills.

Exercises for extention

Additional tasks provide a more demanding route for students ready to go further.

Teacher reflection:

The differentiation could be improved.

FORMATIVE ASSESSMENT

Evidence of learning

Completed worksheet

Students leave a tangible record of the examples and tasks they completed.

Class discussion

Participation provides an additional check of understanding.

Follow-up

Create queries based on student activities.

Lesson closure: Summary, Whole class discussion

WHAT ANOTHER TEACHER CAN BORROW

Why it is transferable

1	**Start with scale**	Use a familiar spreadsheet to surface the need for databases.
2	**Model in a real tool**	Demonstrate directly in an accessible browser-based SQL environment.
3	**Let students work at pace**	Combine worked examples with similar practice tasks.
4	**Use AI for task generation**	Keep the teacher’s layout and learning goals, while AI creates examples and exercises.
5	**Keep a critical improvement lens**	As teacher explicitly identifyy differentiation as the next area to strengthen!

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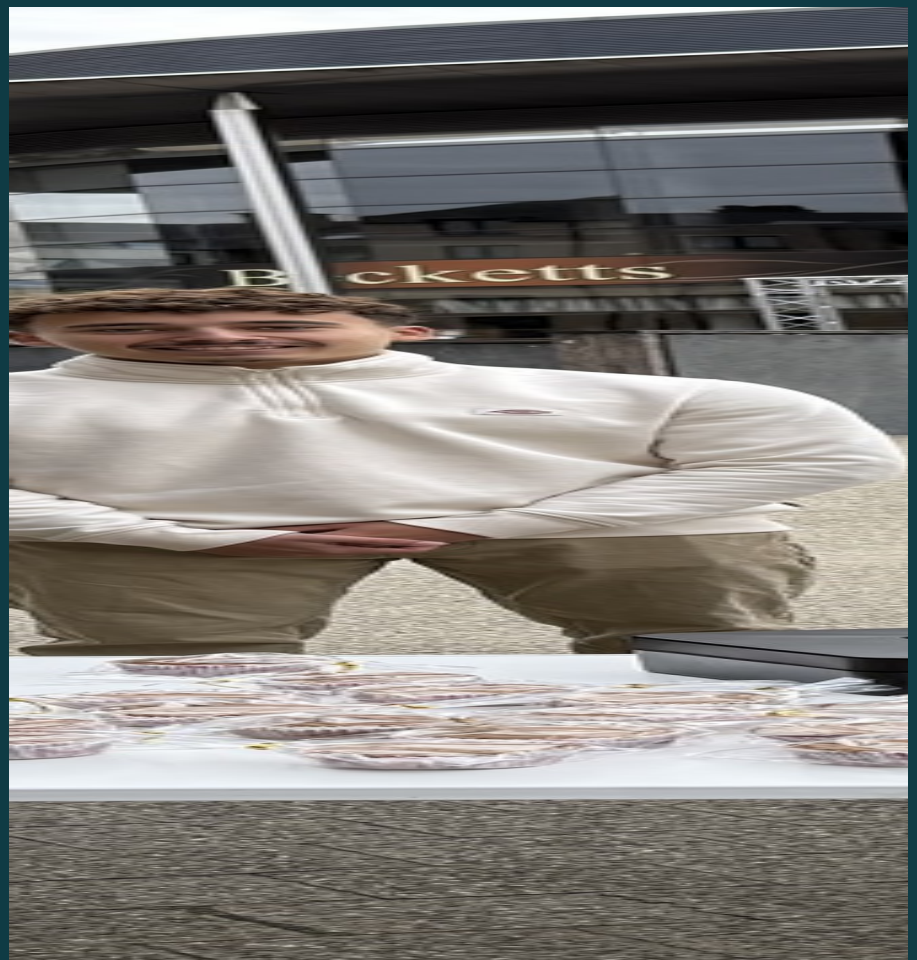
Cookie Challenge

Selling a dessert, serving a sustainable development goal

Belgrade - AI Navigators



School / lead Smile School – Belgium, Stephane Biron

Original audience Ages 16-18, 8 students

Subject Social entrepreneurship, communication, Sustainable Development Goals for 2030

AI used ChatGPT (structuring), today: AI of your choice

Learning objectives:

- Discover the UN Sustainable Development Goals
- Experience teamwork, its strengths and its limits
- Use AI critically to support research
- Build a sales pitch
- Deliver it to a real audience

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The original journey

Three real sessions, spread across three weeks

Sept 11

Session 1

- Discover the SDGs, form teams
- Choose an SDG and a matching charity
- Assign roles: facilitator, secretary, sales, finance…

compressed today

Sept 16

Session 2

- Refine the strategy
- Finalise costs, pricing and the pitch
- Prepare materials for sale day

Homework : bake the cookies

Sept 23

Sale day

- Sell the desserts at Louvain-la-Neuve
- Pitch live to real customers
- Handle rejection as it comes

Oct 3

Session 3

- Debrief as a group
- Capture what worked, what didn't
- Launch the mini-enterprises

Today: we compress Session 1, the SDG / charity / pitch part, into 25 minutes, with AI as a co-pilot at every stage.

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The 17 Sustainable Development Goals (United Nations, 2015)

No need to search, they're all right here

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1 No Poverty

2 Zero Hunger

3 Good Health & Well-being

4 Quality Education

5 Gender Equality

6 Clean Water & Sanitation

7 Affordable & Clean Energy

8 Decent Work & Economic Growth

9 Industry, Innovation & Infrastructure

10 Reduced Inequalities

11 Sustainable Cities & Communities

12 Responsible Consumption & Production

13 Climate Action

14 Life Below Water

15 Life on Land

16 Peace, Justice & Strong Institutions

17 Partnerships for the Goals

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Instructions: your turn

Teams of 4 to 5

Form your groups.

Choose an SDG

Using the AI of your choice and the poster on screen, pick the goal that speaks to you most.

5-6 min

Find a charity

With AI, find a real, existing organisation linked to that SDG. Check its website before choosing it.

5-6 min

Build the pitch

With AI, craft a catchy 1-minute pitch that makes people want to buy a cookie for a good cause.

5-6 min

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Who presents?

The next person whose birthday is coming up presents their pitch first.

Bonus twist: they also pick the next group.

2 groups present out loud, the rest stay visible for the debrief

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Debrief: your turn to speak

- How did you feel during the exercise?
- What felt easy? What felt hard?
- What would have helped you feel more comfortable?
- What did AI change in how you built the pitch?

Getting it right the first time isn't the point, learning and improving together is.

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French Language Lesson: Argumentation

Building evidence-based arguments through
real-world democratic transitions

Teacher: Raphaël ADIOBO MOUKO

Grade 6 | Ages 16–18 | 90 minutes
CESS Vocational Curriculum

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Why this lesson works as a best practice

Authentic question

Students argue about competing paths to democracy rather than practising argumentation in isolation.

Evidence matters

Opinions must be connected to arguments and supported with evidence from case studies.

Multiple modes

Written and visual materials alternate with pair discussion, writing and presentation.

Purposeful AI

MagicSchool, Diffit and Gamma support different stages of lesson design and delivery.

Visible learning

Students produce an argumentative paragraph and receive peer feedback.

The core learning objective

Students will be able to:

make a connection between two opposing opinions

and back them up with evidence.

The lesson develops the relationship between:

- **Opinion**
- **Argument**
- **Counter-argument**
- **Examples**
- **Linking words**

Pair discussion

The hook: take a position in five minutes

Which method of transition offers the best chances of creating a stable and lasting democracy?

Violent revolution

Peaceful referendum

Civil war

Students justify their answer by comparing at least two of the three case studies.

AI-supported design: MagicSchool and Diffit

From first opinion to reasoned response

The lesson journey

1	2	3	4	5	6
PAIR	**LEARN**	**ANALYSE**	**PLAN**	**WRITE**	**SHARE**
Take a position	Elements of argumentation	Videos + source material	Build a structured response	Argumentative paragraph	Present + peer feedback

The sequence repeatedly moves between thinking, evidence, structure and communication.

Mini-lesson: what makes an argument work?

The teacher explains five building blocks:

1	**Opinion**	What you think
2	**Argument**	Why you think it
3	**Explanation**	How the reasoning works
4	**Example**	Evidence that supports it
5	**Linking words**	How ideas connect

Structured application

Practice: build the argument before writing it

1. Analyse

Students use data from video analysis and the supporting source material.

2. Organise

They build a plan using a predefined table.

3. Connect

They link an opinion to supporting arguments, examples and appropriate connectors.

Differentiation

Different media (written + visual) and alternation between oral discussion and writing.

AI tool used for practice/differentiation: Diffit

A purposeful tool mix

AI has a different job at each stage

MagicSchool — Helped generate an interactive introductory activity.

Diffit — Supported the warm-up and differentiated practice.

Gamma — Generated an explanatory slide with examples for the mini-lesson.

AI supports design and scaffolding; students still have to reason, select evidence and communicate their own argument.

Formative assessment: can the argument hold together?

Task **Write an argumentative paragraph on the question introduced during the warm-up.**

Success criteria

Logical connection

The opinion expressed is logically connected to the arguments used to support it.

Use of connectors

Linking words are used appropriately to structure the reasoning.

AI support: the topic was AI-generated.

Materials & resources

A deliberately mixed learning environment

AI-generated

Exercises
Note-taking sheet

Digital sources

YouTube video transcript
Excerpts from online articles

Classroom tools

Projector
Computer
Board
Dictionaries

Why this matters

Students encounter argumentation through several formats rather than through explanation alone.

Closure + extended writing

The learning continues beyond the paragraph

In class

Students present their paragraphs and receive peer feedback.

Follow-up task

Write a ~400 word reasoned response to the opening question.

- Four body paragraphs + introduction + conclusion
- Use specific evidence from Romania, Chile and Zaire
- Other sources may also be used

The homework scales the same reasoning from a paragraph to a complete argumentative response.

What to keep & what to improve

Teacher reflection & transferable insight

What worked

Time management was optimal, and understanding was enhanced.

What could improve

A video showing how arguments are used to convince would have been more suitable for the warm-up.

What another teacher can borrow

Start with a debatable real-world question → teach the mechanics of argument → analyse evidence → structure → write → share → extend.

Best-practice principle: AI helps shape the learning environment; evidence-based reasoning remains the student's task.

Merci!

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NEW MINDSET
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Accounting: From Data to Decisions

Introduction to the Balance Sheet and Income Statement

Teachers: Thibeaud Goffin & Stephane Biron - Smile School - Belgium

Ages 16-18 - 7 students - 90 minutes

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SECTION 1

Teacher & Lesson Overview

Teacher(s)	Thibeaud Goffin, Stephane Biron
School / Organisation	Smile School, Belgium
Subject & lesson topic	Accounting: Introduction to the Balance Sheet and Income Statement
Grade level / age group	16-18 years old (7 students)
Lesson duration	90 minutes
Curriculum link	Introduction to accounting principles: understanding and constructing a balance sheet and an income statement

SECTION 2

Learning Objectives

By the end of the lesson, students will be able to:

- Correctly identify and classify assets, liabilities, equity, products and charges
- Construct a simplified balance sheet using accounting data
- Construct a simplified income statement using accounting data
- Interpret the financial situation and profitability of a small company using basic accounting documents

SECTION 3

Hook / Warm-up

Approx. 5 minutes - class discussion

Students begin with a discussion about the usefulness of accounting in business life. The teacher asks simple guiding questions:

1. **How does a company know if it is making money?**
2. **How does a bank decide whether to lend money to a company?**
3. **What happens if a company spends more money than it earns?**

Objective: help students understand that accounting is a decision-making tool, not only an administrative obligation.

AI used for this warm-up: Yes - ChatGPT

SECTION 4

Main Teaching Activity

15-25 minutes - six guided steps

1. Balance sheet: definition and structure
2. Guided exercise: classify balance sheet elements
3. Income statement: definition and structure
4. Guided exercise: classify brewery operations
5. Build the case study: “Les Jus du Soleil”
6. Correction and explanation of accounting logic

Visuals: Slides - AI tool used during instruction: ChatGPT

STEP 1

The Balance Sheet - Definition

The balance sheet is an accounting document that reflects a company's financial position at a given moment. It is a snapshot of what the company owns and owes on a specific date, often at the end of the accounting period (e.g. 31 December).

Left side: ASSETS

What the company owns: its property and receivables.

Right side: LIABILITIES

What the company owes: its debts and the resources made available to finance the assets.

Fundamental rule: Assets = Liabilities. The total resources (liabilities) must always equal the total uses or investments (assets).

STEP 1

Example: the balance sheet of Tartenfolie restaurant

As of 31/12/N

ASSETS	
Fixed assets	
Intangible assets	1,000
Tangible assets	82,000
Financial assets	0
Total fixed assets	**83,000**
Current assets	
Stocks	1,000
Trade receivables	0
Cash (bank + till)	2,300
Total current assets	**3,300**
TOTAL ASSETS	**86,300**

LIABILITIES	
Equity	
Capital	30,000
Reserves	10,000
Result for the year	24,300
Total equity	**64,300**
Liabilities	
Loans	16,000
Trade payables	2,000
Tax and social liabilities	3,500
Other liabilities	500
Total liabilities	**22,000**
TOTAL LIABILITIES	**86,300**

STEP 2

Guided Exercise: Classify Balance Sheet Elements

Fixed assets - Current assets - Equity - Debts

1. Production machines : _____

2. Merchandise stocks : _____

3. Capital contributed by owners : _____

4. Trade receivables : _____

5. Bank loan repayable over 5 years : _____

6. Company building : _____

7. Cash (bank) : _____

8. Trade payables : _____

9. Retained earnings : _____

10. Delivery vehicle : _____

Reminder

Fixed assets: durable goods for long-term activity. **Current assets**: goods or receivables in short-term rotation.**Equity**: resources belonging to the owners (capital and profits).
Debts: obligations to third parties (short or long term).

STEP 3

The Income Statement - Definition & Structure

The income statement presents a company's performance over a given period (usually one year). Unlike the balance sheet (a snapshot at one point in time), it shows how the company generated revenue and incurred costs during the period.

1. Operating result

Operating products (sales, subsidies) minus operating charges (raw materials, staff). Measures the performance of the core activity.

2. Financial result

Financial products (interest on investments) minus financial charges (interest on loans). Measures the impact of financial activities.

3. Exceptional result

Exceptional products (sale of an asset) minus exceptional charges (fines). Measures the impact of unusual events.

Net result = Operating result + Financial result + Exceptional result

STEP 3

Example: a simplified income statement

Operating products	100,000 EUR
Operating charges	-80,000 EUR
Operating result	**20,000 EUR**
Financial products	2,000 EUR
Financial charges	-1,000 EUR
Financial result	**1,000 EUR**
Exceptional products	5,000 EUR
Exceptional charges	-2,000 EUR
Exceptional result	**3,000 EUR**
Net result for the year	**24,000 EUR**

Reading this table, the company achieves a result of ..... made possible by .....

STEP 4

Guided Exercise: La Belle Biere Brewery

Classify each operation: operating, financial or exceptional, product or charge

1. Sale of beer bottles to customers : _____

2. Interest received on a financial investment : _____

3. Purchase of hops and malt for production : _____

4. Sale of an old delivery van : _____

5. Fines received for illegal parking : _____

6. Payment of employee salaries : _____

7. Interest paid on a bank loan : _____

8. Sale of glasses and branded accessories : _____

9. Annual insurance for the factory : _____

10. Subsidy received from the region : _____

Step 5: Build the Case Study

“Les Jus du Soleil”

Context: you work for a small fruit juice company, “Les Jus du Soleil”. At year-end, the company wants to build its balance sheet and income statement to assess its financial position.
Guided in class: classify each element into the correct category, verify Assets = Liabilities, calculate the net result, and state whether the company made a profit or a loss.

STEP 5

Data - Les Jus du Soleil

For the BALANCE SHEET

- Production machines: 15,000 EUR
- Capital contributed: 70,000 EUR
- Stock of glass bottles: 2,500 EUR
- Trade receivables: 3,000 EUR
- Bank loan (3 years): 8,000 EUR
- Factory building: 50,000 EUR
- Cash: 4,500 EUR
- Trade payables: 2,000 EUR
- Retained earnings: 5,000 EUR
- Delivery vehicle: 10,000 EUR

For the INCOME STATEMENT

- Sales of fruit juice: 60,000 EUR
- Interest received: 500 EUR
- Purchase of fruit and raw materials: 15,000 EUR
- Parking fines: 100 EUR
- Sale of an old machine: 1,000 EUR
- Employee salaries: 18,000 EUR
- Interest paid (loan): 600 EUR
- Annual insurance: 1,200 EUR
- Electricity and water: 2,500 EUR
- Building rent: 6,000 EUR

STEP 6

Correction - Balance Sheet as of 31 December

ASSETS		LIABILITIES	
Fixed assets		**Equity**	
Production machines	15,000	Capital contributed	70,000
Factory building	50,000	Retained earnings	5,000
Delivery vehicle	10,000	**Total equity**	**75,000**
Total fixed assets	**75,000**	**Liabilities**	
Current assets		Bank loan	8,000
Stock	2,500	Trade payables	2,000
Trade receivables	3,000	**Total liabilities**	**10,000**
Cash	4,500	**TOTAL LIABILITIES**	**85,000**
Total current assets	**10,000**		
TOTAL ASSETS	**85,000**		

Verification: Total Assets = Total Liabilities : 85,000 EUR = 85,000 EUR (OK)

STEP 6

Correction - Income Statement for the Year

Sales of fruit juice	60,000 EUR
Total operating products	**60,000 EUR**
Purchase of raw materials	-15,000 EUR
Employee salaries	-18,000 EUR
Annual insurance	-1,200 EUR
Electricity and water	-2,500 EUR
Building rent	-6,000 EUR
Total operating charges	**-42,700 EUR**
Operating result	**17,300 EUR**
Interest received	500 EUR
Interest paid	-600 EUR
Financial result	**-100 EUR**
Sale of an old machine	1,000 EUR
Fines	-100 EUR
Exceptional result	**900 EUR**
Gross result for the year	**18,100 EUR**

Gross result: 18,100 EUR

Tax (25%): 4,525 EUR

Net result: 13,575 EUR

SECTION 5

Practice, Application & Differentiation

10-15 minutes

Student practice / application activity:

- A classification exercise identifying fixed assets, current assets, debts and equity
- A classification exercise identifying operating, financial and exceptional products and charges
- A homework assignment: construct a balance sheet and an income statement using accounting data

Differentiation strategy:

- Concepts introduced progressively, from simple examples to complete accounting documents
- Students receive structured templates and guided corrections
- Teacher support adapted according to student difficulties

AI used for differentiation: Yes - ChatGPT

SECTION 6

Formative Assessment

Formative assessment method:

- Oral questioning during exercises
- Observation of student participation
- Correction of classification exercises
- Homework assignment: construct a balance sheet and an income statement

AI support used for assessment:

Homework instructions, accounting exercises, and detailed corrections with verified calculations.

Evidence of learning: students are able to correctly classify accounting elements, construct a balanced balance sheet, produce a correct income statement, calculate gross and net results, and identify whether a company made a profit or a loss.

SECTION 7

Materials & Resources

AI-generated materials

- Accounting theory notes
- Classification exercises
- Accounting case studies
- Homework assignment
- Detailed corrections

Other digital tools

- PowerPoint

Traditional materials

- Whiteboard
- Printed exercises
- Calculator
- Student notebooks

SECTION 8

Wrap-up & Reflection

Lesson closure:

Summary of the main concepts (role of accounting, balance sheet structure, income statement structure, assets/liabilities/products/charges). Students explain in their own words what accounting helps a company understand.

Homework / follow-up:

Complete a full accounting exercise: construct a balance sheet, construct an income statement, calculate the gross result and the net result after taxes, and identify whether the company made a profit or a loss.

Teacher reflection:

The AI-generated content was very useful and saved significant preparation time. However, some adaptations were necessary because certain proposed answers initially reflected the French tax system, while the lessons are taught in a Belgian context. The calculations also had to be carefully checked and corrected several times to ensure accuracy. Overall, the generated material was highly valuable and greatly supported lesson preparation and activity design.

May this lesson plan be shared as a good practice example? Yes

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Project ID: 2024-1-MK01-KA220-SCH-000253777

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NEW MINDSET COACHING & TRAINING

NATIONAL AGENCY FOR EUROPEAN EDUCATIONAL PROGRAMMES AND MOBILITY

The Anatomy of a Threat

Tobacco's biological and environmental impact: from the cell to the planet

Institut Sainte Ursule · Brussels · Belgium
Teacher: Philippe Closset
Grade/Age: 7 (2nd secondary), Age: 13

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BEST PRACTICE VALUE

Why this case stands out

Visualises complexity

A highly visual toxicological dossier makes invisible biological processes concrete.

Connects systems

The learning journey moves from organs and chemicals to environmental pollution.

AI creates the material

NotebookLM is visible as the production tool behind the student-facing dossier.

Builds one coherent story

The final synthesis links the human body and the planet through “shared vulnerability”.

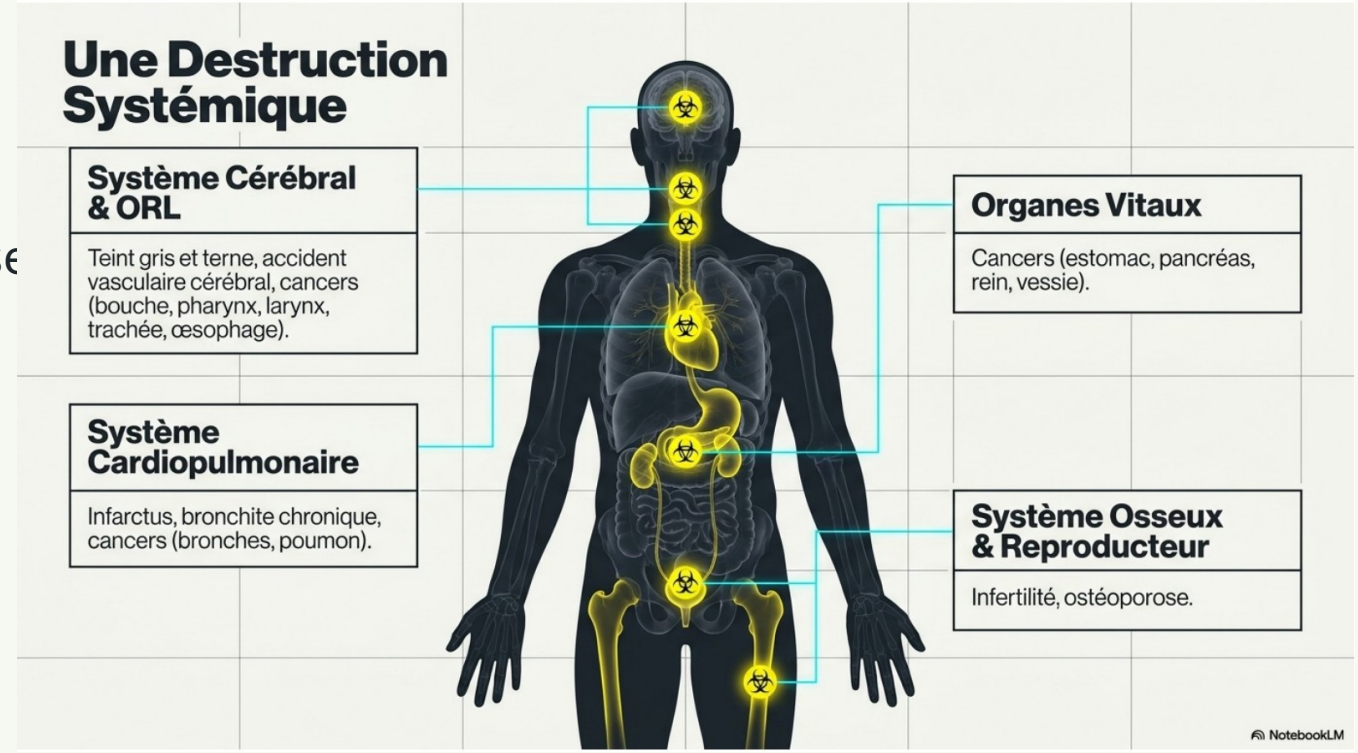
INSTITUT SAINTE URSULE

WHAT STUDENTS NEED TO UNDERSTAND

The learning challenge

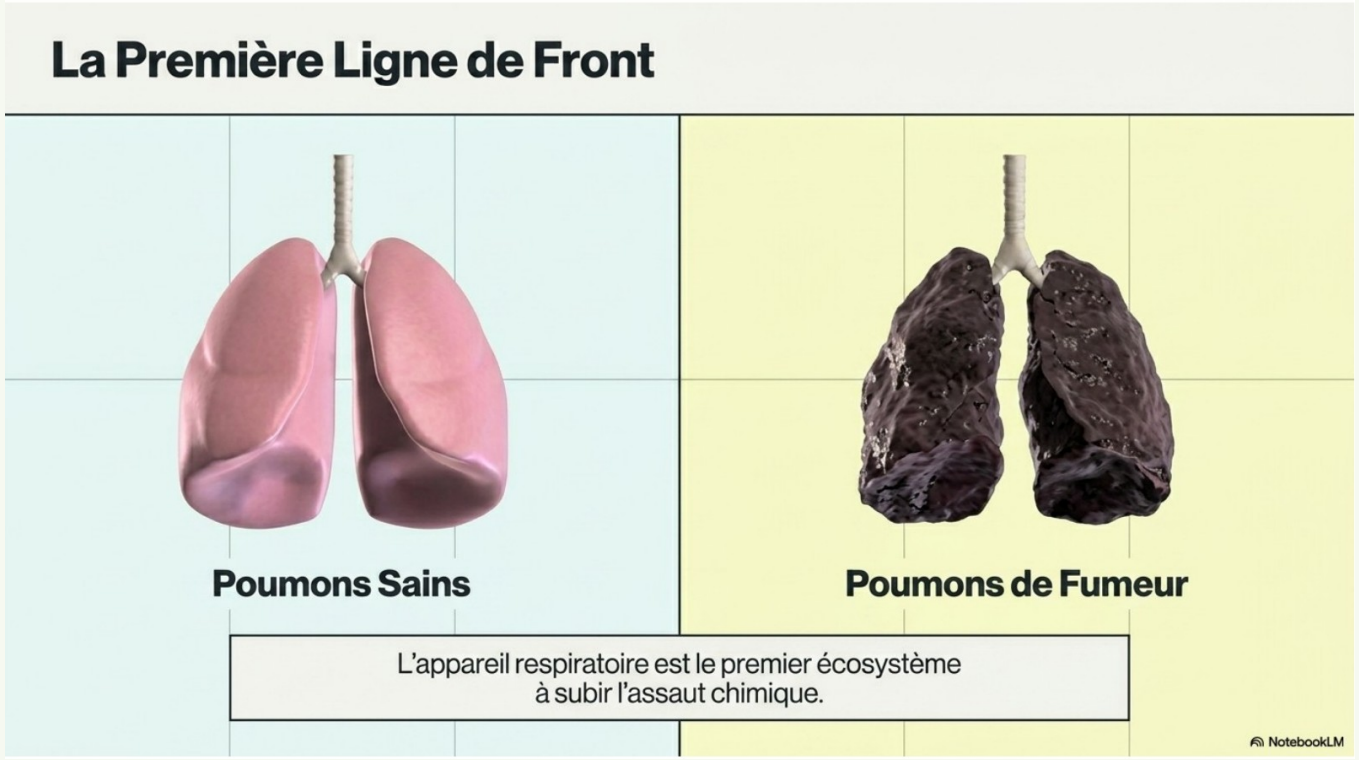
The material asks students to see tobacco not as a single-organ issue, but as a systemic biological and environmental threat.

- Effects across body systems
- How tar, carbon monoxide and nicotine cause damage
- The chemical load associated with tobacco smoke
- How individual consumption scales into environmental pollution



STUDENT MATERIAL

The entry point: make the threat visible



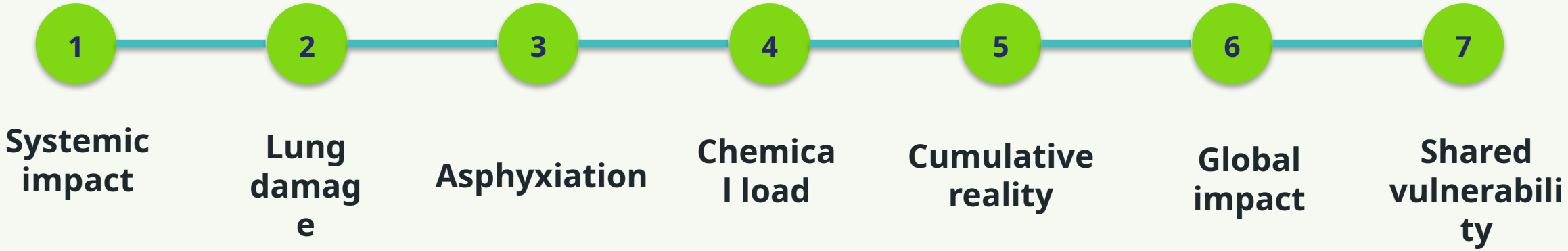
The respiratory system is presented as the first ecosystem exposed to the chemical assault.

This visual comparison provides an immediate, concrete bridge into the toxicological analysis.

Healthy lungs ↔️ smoker's lungs

THE CONTENT JOURNEY

Lesson at a glance



A deliberate progression from the body → the chemicals → accumulation → the planet.

PURPOSEFUL AI USE

Where AI enters the lesson

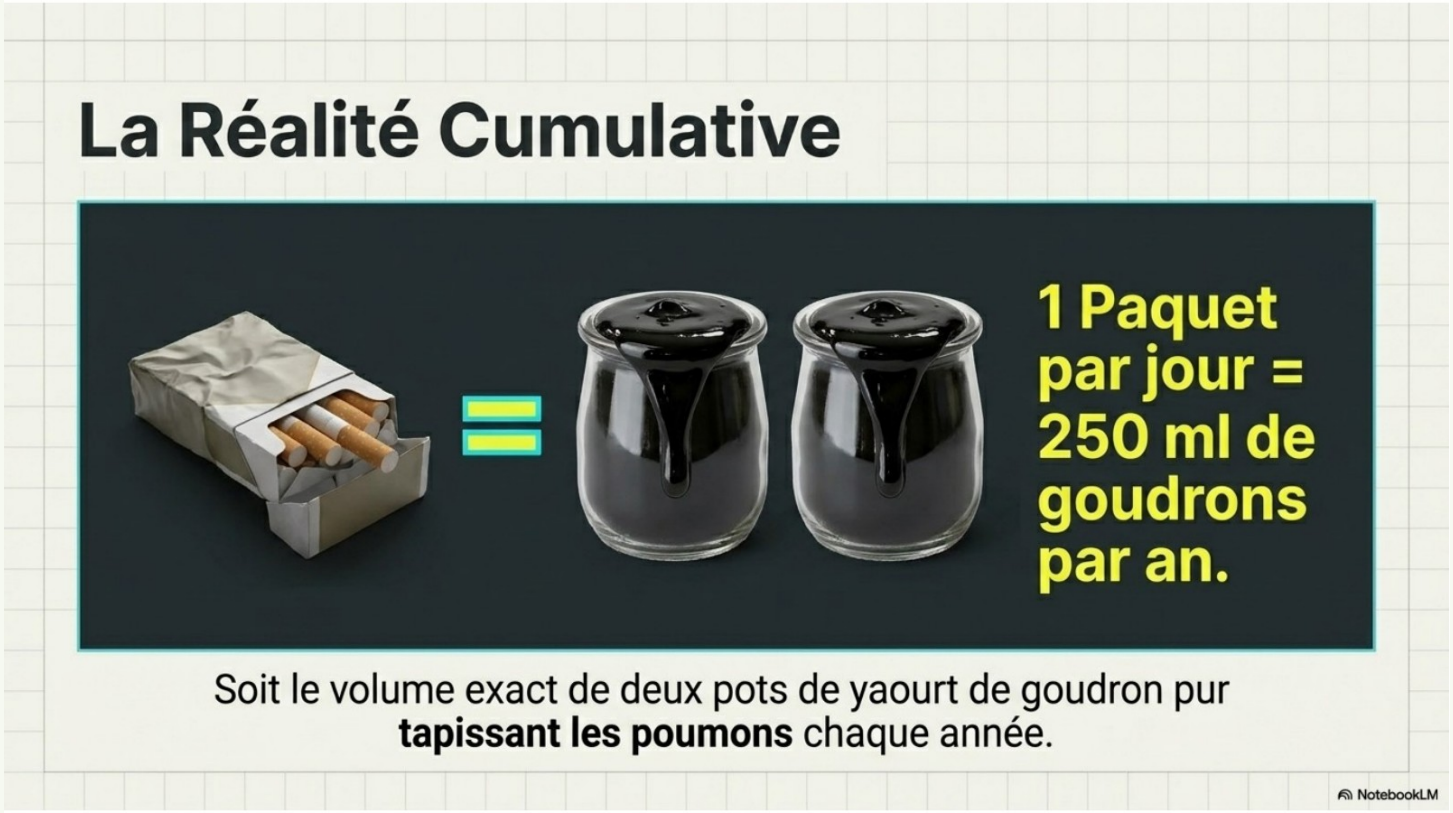
NotebookLM

used to produce the visual student learning dossier

The AI contribution is not presented as the learning objective. It supports the teacher in turning source content into a coherent, visual sequence for students.

FROM ABSTRACT RISK TO SCALE

A signature concept: cumulative impact



The dossier uses scale and comparison

to make cumulative exposure tangible.

The visual representation turns an abstract idea (repeated exposure over time) into something students can immediately grasp.

SYSTEMS THINKING

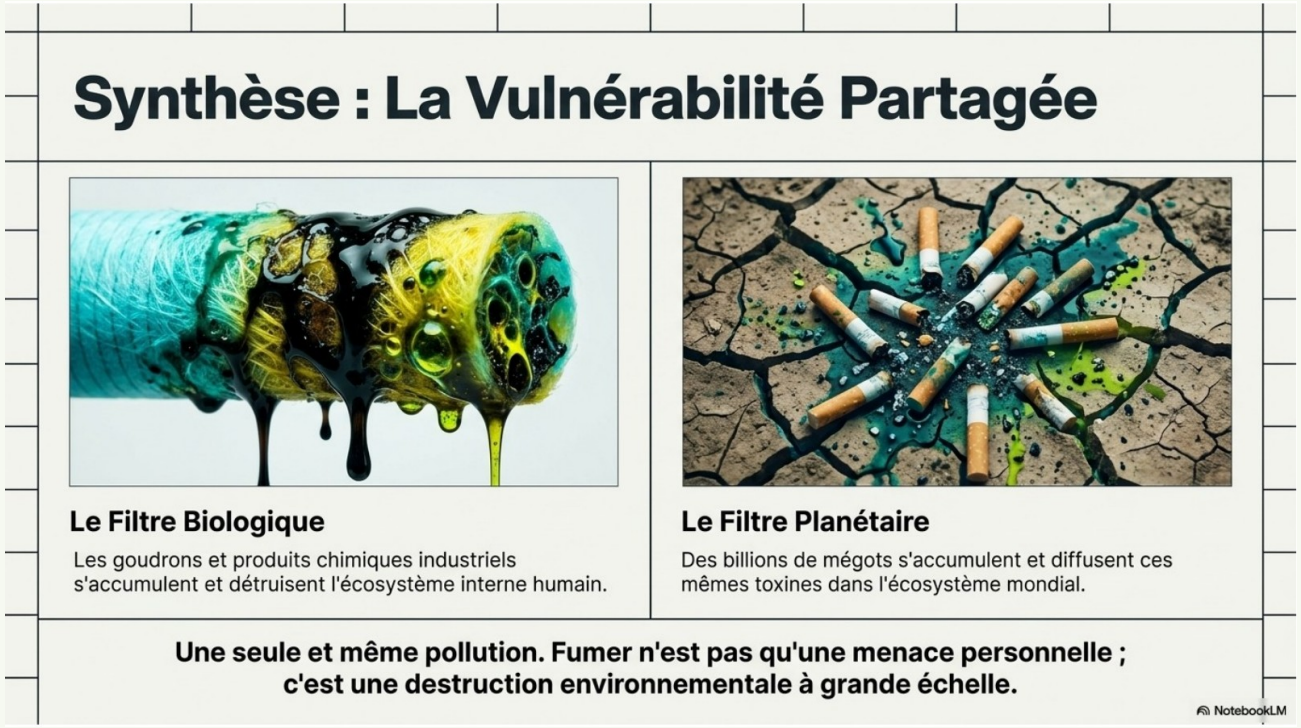
From personal health to planetary impact

The lesson widens the frame

Tobacco is presented not only as a personal health threat but also as an environmental issue, with cigarette-butt pollution transferring chemical burden into the wider ecosystem.

THE TAKEAWAY

The synthesis: shared vulnerability



Biological filter

Tar and industrial chemicals accumulate in the human internal ecosystem.

Planetary filter

Discarded cigarette butts accumulate and diffuse toxins into the global ecosystem.

One pollution story, viewed at two scales.

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TRANSFERABLE PRACTICE

What another teacher can borrow

1	**Start with a strong visual contrast**	Use one image pair to make an abstract scientific issue immediately observable.
2	**Sequence from micro to macro**	Move from organs and mechanisms to cumulative and environmental consequences.
3	**Use AI to curate, not replace teaching**	Let AI help transform source material into a coherent student-facing learning resource.
4	**End with synthesis**	Close by connecting individual facts into one larger systems-level understanding.

Source material prepared for students in NotebookLM.

THANK YOU!

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NEW MINDSET COACHING & TRAINING

The French Enlightenment & Critical Thinking

Age of Students: 16
Lesson Duration: 90 minutes

INSTITUT SAINTE URSULE

Subject: Philosophy · Teacher: Ariane Lewahert · School: STUS, Institut Sainte Ursule · Brussels

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Why this case stands out

Critical thinking at the core

The Enlightenment is explored through reason, argument, censorship and intellectual challenge.

Literature becomes a tool

Students examine how genres and rhetorical techniques were used to communicate ideas and resist censorship.

From analysis to creation

Students move beyond recognition: they emulate Enlightenment styles in their own argumentative writing.

Purposeful AI support

NotebookLM was used to prepare the learning materials.

Transferable design

Historical content, close reading, critical analysis and creative application.

WHAT STUDENTS ARE EXPECTED TO DO

The learning challenge

Students learn about the Enlightenment, and at the same time they learn how ideas can be communicated, challenged and defended.

- Explained the Enlightenment as a movement centred on reason and critical thinking.
- Identified how Voltaire, Montesquieu and Diderot used literary genres to promote human rights and religious tolerance.
- Analysed satire and irony as ways of challenging state and religious censorship.
- Identified black humour and the perspective of the “naive foreigner”.
- Apply features of Enlightenment writing in a creative argumentative text.

5-MINUTE HOOK

The opening question: creativity before theory

What is creativity and which genre is most creative in your view?

Discussion

The lesson begined with students’ own ideas about creativity and genre before moving into the historical and philosophical context of Enlightenment writing.

The lesson at a glance

1. Reason & critical thinking
2. Key philosophes
3. Literary genres
4. Censorship & obscurantism
5. Satire & irony
6. Creative argument

A progression from understanding the movement → analysing its techniques → using those techniques.

THINKERS + GENRES

Ideas travelled through different literary forms

Voltaire

Enlightenment thinker examined through literary works and argumentative strategies.

Montesquieu

Part of the exploration of how philosophes communicated and challenged established ideas.

Diderot

Connected to the encyclopedia as a genre for disseminating knowledge and Enlightenment ideas.

Genres in focus

Philosophical tale • Encyclopedia

The lesson connected form with purpose:
how a genre can carry criticism, argument and new ideas.

Why satire mattered

CONTEXT

State censorship
Religious censorship
Obscurantism

→

WRITERS' TOOLS

Satire
Irony
Black humour
The "naive foreigner"

Core learning activity

Students analysed examples from Enlightenment works to:

1. identify satirical techniques;
2. explain how those techniques communicate criticism or argument;
3. connect the technique to Enlightenment ideas and the context of censorship.

The emphasis was on purpose, explaining the technique's role and function.

Where AI enters the lesson

AI SUPPORTS THE TEACHER

NotebookLM

Purpose:

Prepare materials

Source material
↓
NotebookLM
↓
Prepared learning materials
↓
Teacher-led analysis & discussion

AI support is positioned around material preparation. The intellectual work remains with students and teacher.

STUDENTS EMULATE THE STYLE

From interpretation to creation

Creative argumentative writing

After analysing historical examples, students applied features of Enlightenment writing in their own text.

ANALYSE

How does the original text create criticism?

SELECT

Which Enlightenment features can be reused?

CREATE

Use those features in an argumentative text.

Link to materials prepared with AI: HE RE

Evidence of learning

Assessment method:
TEST

Success criteria:

✓ students identify relevant satirical techniques;

✓ students explain their argumentative purpose in the context of Enlightenment ideas and censorship;

✓ students apply features of Enlightenment writing in a creative argumentative text.

AI support used for assessment: No

TRANSFERABLE PRACTICE

What another teacher can borrow

1	**Begin with a human question**	Start with students' own thinking before introducing theory.
2	**Link technique to purpose**	Ask not only "what is this device?" but "what does it allow the writer to do?"
3	**Move from analysis to production**	Let students demonstrate understanding by creating with the concepts they have studied.
4	**Keep AI in a supporting role**	Use AI to prepare materials while preserving discussion, interpretation and judgement as human learning tasks.

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Merci!

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