

GOOD PRACTICE EXAMPLE · GRADE 6 · BULGARIAN LANGUAGE AND LITERATURE

Street Children: Rights, Dignity and Solidarity

A 130-year-old poem becomes a lesson in empathy and civic responsibility

Elitsa Drumeva · 81st Sofia School “Victor Hugo”, Sofia, Bulgaria

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IN THIS PRESENTATION

What you'll see



About the Lesson

Teacher, school, subject, grade and duration



Learning Objectives

What students should be able to do afterward



Lesson Flow

From a social video to a personal civic pledge



AI in Action

The prompts behind the lesson, and the infographic they built



Results & Reflection

What the lesson showed and why it was selected

About the Lesson



TEACHER

Elitsa Plamenova Drumeva



SCHOOL

81st Sofia School “Victor Hugo”, Sofia,
Bulgaria



SUBJECT & TOPIC

Bulgarian Language and Literature -
“Gavroche's Brothers”



GRADE

6th grade



DURATION

40 minutes



CURRICULUM LINK

Literary analysis, integrated with civic
education

SECTION 2 · LEARNING OBJECTIVES

What Students Achieve

Literary Analysis

Determine the poem's main theme and moral messages, citing at least two examples of social injustice and children's suffering.

Interpretive Skills

Recognize compassion and civic sensitivity in the poem's voice, with a brief oral comment on their meaning.

Civic Knowledge Transfer

Connect the poem's issues to today's world in a short argumentative text about people in disadvantaged situations.

Personal Position

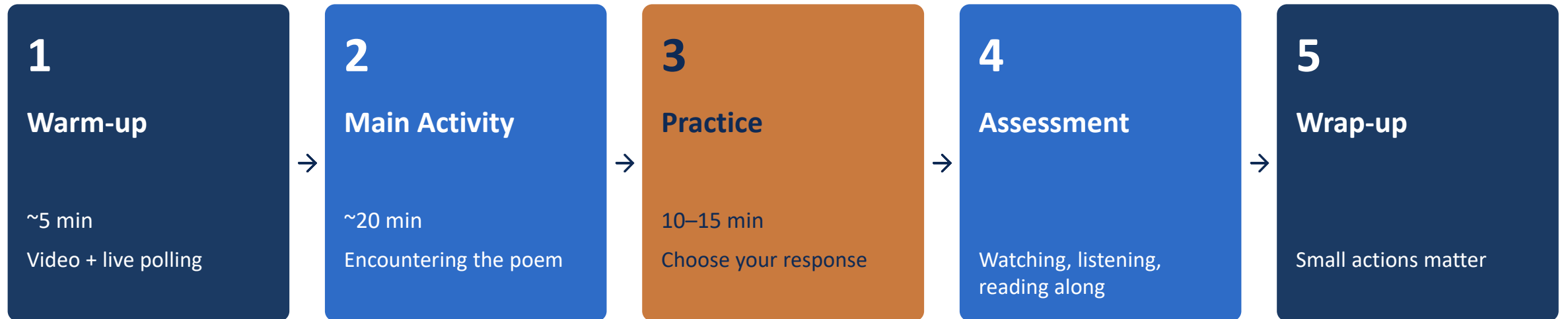
Formulate at least one age-appropriate proposal for showing empathy or civic responsibility.

Communication

Share an opinion, argue it with a text or life example, and listen to classmates without interrupting.

Children's Rights

Recognize at least one violated children's right in the poem and connect it to a specific episode or image.



A good-practice example how different AI tools support a single 40-minute lesson - each with a distinct, well-defined role.

Four



A GOOD PRACTICE EXAMPLE

“Are There Still Gavroche's Brothers Today?”

What follows: how a 40-minute literature lesson became a live question about empathy - in Elitsa Drumeva's classroom.

Video, Then Four Live Questions

Tool: Slido + YouTube



A Short Social Video

A 1–2 minute real-life video about society's attitude toward disadvantaged children opens the lesson, provoking an emotional response before a single line of the poem is read.



Four Live Slido Questions

How should a person act when they see a child in need? What word describes the feeling the video evoked? Is it more important to regret, or to act? And - are there still “Gavroche's brothers” today?



From Screen to Poem

The video becomes the emotional bridge into Hristo Smirnenki's “The Brothers of Gavroche” - a real, still-relevant moral question, not an isolated school text.

Designing a Values-First Opening

Tool: ChatGPT

Purpose of using AI: designing an opening activity strong enough to provoke real emotional engagement before a single line of the poem is read.

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Develop an introductory activity for a 6th grade Bulgarian language and literature lesson based on the poem ‘Gavroche’s Brothers’ by Hristo Smirnenski, which should have a strong motivational and value-oriented character. The activity should begin with a short social video or a problematic case study related to social injustice, children’s rights, human dignity, and civic responsibility.

The opening of the real prompt used for this lesson, quoted from the lesson plan

Encountering the Poem

1

Encounter with the Text

The teacher reads the poem aloud; students share first impressions - what feeling it evoked, what image they picture, and what the children in the video and the poem have in common.

2

Analysis of the Social Message

A guided discussion: is the city presented as a friend or an indifferent observer? What does the poet feel toward these children? Why does he call them “brothers”?

3

Connection to Children's Rights

Four rights are written on the board - home and care, education, protection, a decent childhood - and students find where the poem shows their absence.

4

Forming a Civic Position

One closing question: how can a sixth-grader show empathy for someone in need?

The Brothers of Gavroche: The City's Cry

Tool: NotebookLM

The teacher's own AI-generated infographic - in the original Bulgarian, as used in class - mapping the poem's argument: a monstrous city against innocent children, the unreachable glitter of shop windows, a circle with no way out, and Gavroche as a symbol of every wronged child, everywhere.



From Emotion to Literary Understanding

Tool: ChatGPT

Purpose of using AI: structuring a values-driven main teaching sequence within a strict 20-minute window, moving cleanly from raw emotion to literary analysis to civic understanding.

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The purpose of the main part is to make a smooth transition from the emotional perception of the social problem to its literary understanding through the artistic text... Emphasize the connection between literary text and civic education. Include a moment where students recognize the lack of basic children's rights in the poem, such as the right to a home and care, the right to education, the right to protection, and the right to a dignified childhood.

Excerpted from the real prompt used for the lesson's main part, quoted from the lesson plan

Choose Your Response



Write a Letter

A short letter addressed to one of the children in the poem — putting words to the compassion the poem asks for.



Illustrate the Mood

A verbal or visual illustration of the poem's atmosphere, for students with stronger visual thinking.



Continue the Poem

A short creative continuation in the poet's own voice, for students who want to keep writing where Smirnenski left off.

Differentiation: each student picks the task that fits their strengths - writing, visual thinking, or continuing the text - so everyone engages on their own terms.

Watching, Listening, Reading Along

Method: the teacher observes active participation in discussion, the answers given during the heuristic talk, and how clearly students formulate a personal position - with the live Slido results used as real-time feedback throughout.

AI support: AI helped generate sample discussion questions, reflective tasks, and criteria for evaluating student texts, plus sample models for an argumentative response used as a reference point.

Evidence of learning: students understand the poem's main message, point to at least one example of social injustice, express and argue a personal opinion, and show they understand why empathy and citizenship matter.

What Remains After the Lesson



Generated with AI

- Lesson structure, discussion questions & reflective tasks - ChatGPT
- The “City's Cry” infographic - NotebookLM
- Worksheet with analytical & creative tasks, plus sample response models - ChatGPT, Claude.ai



Also used

- Slido, for live interactive voting
- YouTube, for the opening social video
- Multimedia projector
- The poem “Gavroche's Brothers”, worksheets, students' notebooks

Small Actions Matter

Closure: students give a short personal answer to one question - “What can a sixth-grader do to show empathy for a person in need?” — turning the lesson's understanding into a stance to carry out of the room.

Homework: a short essay, “To regret or to act - which is more important?”, connecting the poem to real life; and a research task - a short biography of Hristo Smirnenski, the literary origin of Gavroche in Victor Hugo, or a real Bulgarian organization that supports disadvantaged children.

TEACHER REFLECTION

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The lesson is expected to contribute to the development of empathy, social sensitivity, and an understanding of the importance of empathy and civic responsibility as important human values.

The planned activities aim to stimulate critical thinking, skills for well-reasoned expression of opinion, and students' ability to make connections between the literary text and real social problems.

— Elitsa Drumeva

Why We Chose This Lesson



A Different Kind of Good Practice From Elitsa Drumeva

Her earlier LTTA2 presentation covered AI across her classroom broadly. This deck is deliberately narrower and deeper: one fully documented lesson plan, built to the project's standard 8-section format.



Literature That Argues With the Present

A poem written in 1919 still lands because the lesson builds a direct bridge from a real social video and live polling straight to the text - and back out to real organizations helping children in Bulgaria today.



Five AI Tools, Five Distinct Jobs

ChatGPT structured the lesson and its questions, NotebookLM built the infographic, Claude.ai helped shape the worksheet, and Slido and YouTube carried the live, human part of the room - nothing here is AI content for its own sake.

Thank you for your attention!

Lesson: Street Children - Rights, Dignity and Solidarity · Elitsa Drumeva, 81st Sofia School “Victor Hugo”, Bulgaria