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BEST PRACTICES

BULGARIA

9 Good Practice Examples

Empowering teachers for the AI era

2024-1-MK01-KA220-SCH-000253777

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AI NAVIGATORS: Empowering teachers for the AI era, 2024-1-MK01-KA220-SCH-000253777

GOOD PRACTICE EXAMPLE · GRADE 1 · BULGARIAN LANGUAGE & LITERATURE

Sound and Letter „Щ“

Puppet theatre, AI, and Storky's Adventures

Ivana Chiflidjanova · 81st Secondary School “Victor Hugo”, Sofia, Bulgaria

Mentor: Elena Nalbantova · AI Navigators Project, Syndicate Education Podkrepa

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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	Five phases - from puppet theatre to self-assessment
AI in Action	The Canva and Base44 tools and the real products from the lesson
Results & Reflection	What the lesson showed and why it was selected

About the Lesson

TEACHER

Ivana Chiflidjanova

SCHOOL

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

SUBJECT & TOPIC

Bulgarian Language (alphabet stage) — “Sound and Letter “Щ”

GRADE

1st grade

DURATION

30–35 minutes

CURRICULUM LINK

Identifying letter “Щ”, reading, sound analysis, dictation

What Students Achieve

1. Recognize the graphic form of the letter “Щ” (upper- and lowercase) and distinguish it from “Ш”.

2. Build a sound model of words containing “Щ”, identifying the letter's position - at the beginning, in the middle, or at the end.

3. Read words and a short text with the new letter fluently (“Stork at School”).

4. Correctly write short words and sentences during an audio dictation.

Lesson Flow - Five Phases

1
Warm-up
~5 min
Puppet theatre

→

2
Main Activity
10–15 min
ABC book + worksheet

→

3
Practice
10–15 min
Dictation + Base44 games

→

4
Assessment
Self-assessment

→

5
Wrap-up
Reading & reflection

Only 2 of the 5 phases use AI directly with students - but they create the lesson's strongest visible products.

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TWO AI TOOLS · ONE 40-MINUTE LESSON

From live puppetry to an AI-built website

What follows: how each of the five phases actually unfolded in Ivana Chiflidjanova's classroom.

PHASE 1 · WARM-UP (~5 MIN)

Puppet Theatre with Stork Shtilyan

No AI

The teacher acts out a live scene with puppets (muppets). The main character is Stork Shtilyan, who is sad - he wrote a letter to his friends, but they laughed at him because he mixed up the letters “Ш” and “Щ”.

The teacher calls on the children to help Shtilyan learn the new letter so he doesn't make the mistake again.

Why show this honestly

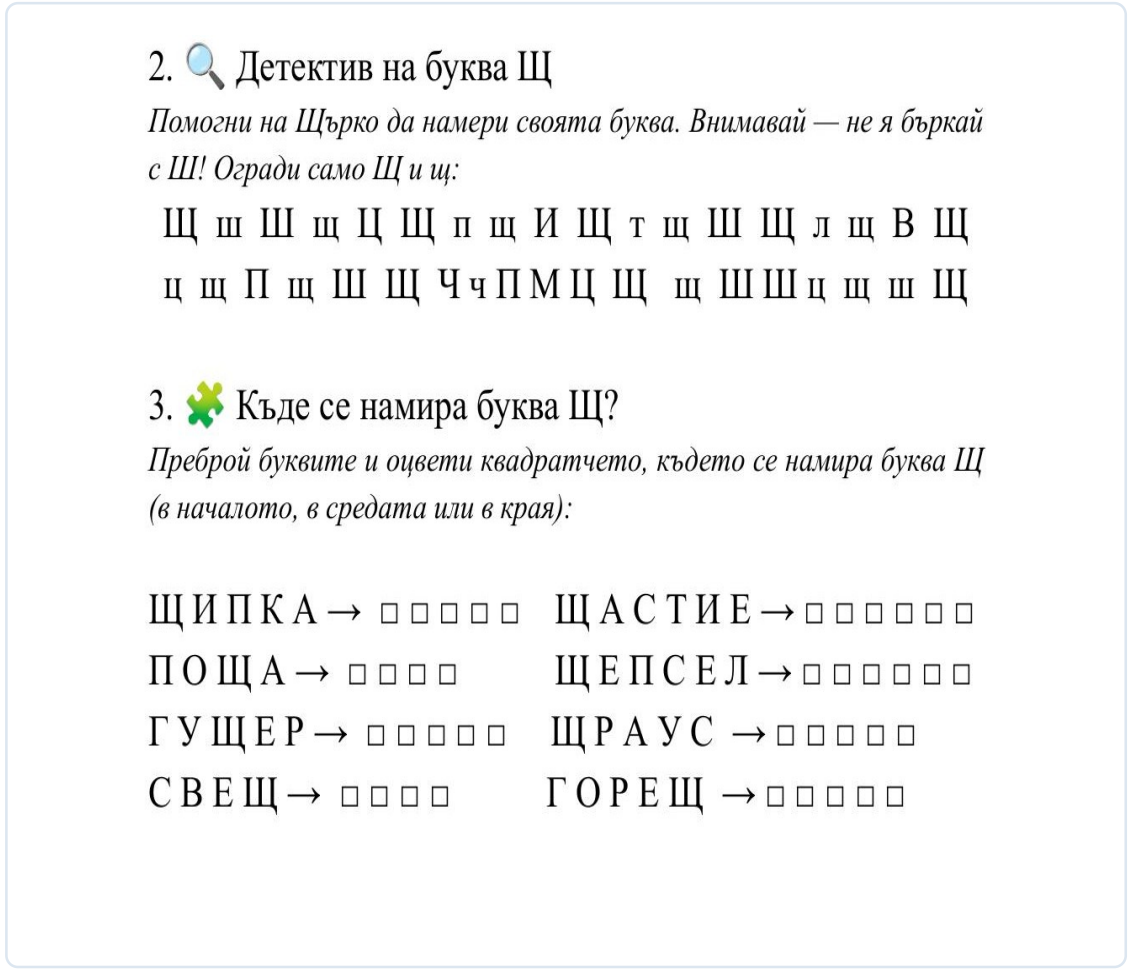
In the lesson plan, the teacher correctly notes that this warm-up activity does not use AI - it relies on live, emotional contact with the children. Being transparent about when AI is used, and when it isn't, is part of the project's good practice.

The ABC Book and the Worksheet

Work with the ABC book (p. 92): reading words (pin, house, candle) and the text “Stork at School”; discussing why Shtilyan went back to school.

Task 2 - “Letter “Щ” Detective”: students circle only “Щ” and “щ” to tell them apart from “Ш”.

Task 3 - “Where is the letter “Щ”?”: counting letters and coloring the position of “Щ” in words.



2. 🔍 Детектив на буква Щ

Помогни на Щърко да намери своята буква. Внимавай — не я бъркай с Ш! Огради само Щ и щ:

Щ ш Ш щ Ц Щ п щ И Щ т щ Ш Щ л щ В Щ
ц щ П щ Ш Щ Ч ч П М Ц Щ щ Ш Ш ц щ ш Щ

3. 🧩 Къде се намира буква Щ?

Преброй буквите и оцвети квадратчето, където се намира буква Щ (в началото, в средата или в края):

ЩИПКА → □□□□□ ЩАСТИЕ → □□□□□□
ПОЩА → □□□□ ЩЕПСЕЛ → □□□□□□
ГУЩЕР → □□□□□ ЩРАУС → □□□□□
СВЕЩ → □□□□ ГОРЕЩ → □□□□□

AI IN ACTION

An Original Worksheet, Made with Canva

Tool: Canva

Работен лист: Приключенията на Щърко

Име: _____ Клас: 1. _ Дата: _____

Purpose of using AI: to create an original, visually appealing worksheet - “Storky's Adventures” - and interactive educational games, instead of a ready-made textbook sheet.

Result: 5 varied tasks (letter detective, position counting, syllable-picture matching, coloring, a creative drawing) plus a self-assessment scale - all in one consistent, child-friendly visual style.



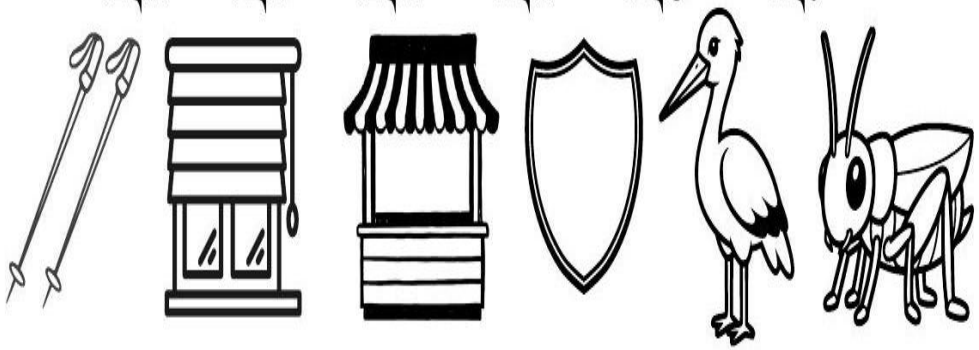
PRODUCT FROM THE LESSON

The Real Worksheet Used in Class

4. Пощата на Щърко

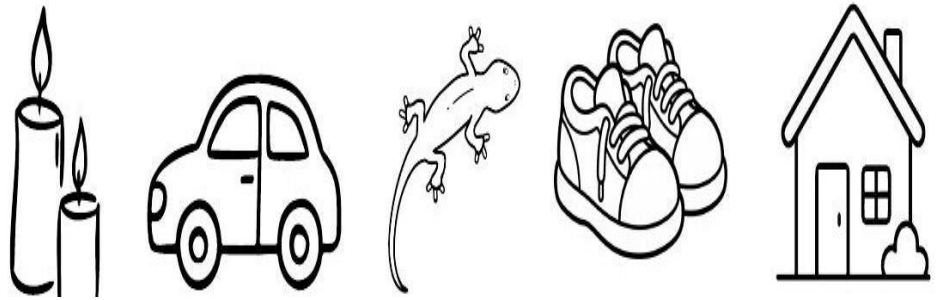
Свържи всяка сричка с картинката, която започва с нея:

ЩА ЩЕ ЩИ ЩЪ ЩО ЩУ



5. Помогни на щъркела

Оцвети само предметите, в чието име има буква Щ. Щърко ще „трака“ радостно за всеки верен отговор!



PRODUCT FROM THE LESSON · DIFFERENTIATION

The Creative Task - Building Storky's Nest

Students who finish the dictation and games early move on to this creative task - drawing a nest on the chimney and a mailbag for the stork.



🎨 Творческа задача

Щърко строи своето гнездо върху един комин. Нарисувай го там и му добави голяма пощенска чанта, пълна с писма!

🌟 Самооценка: Как се справи днес?

AI IN ACTION

An Interactive Learning Website

Tool: Base44 + AI

The teacher used AI to design an entire interactive website with reading-practice games from scratch - based on textbook photos she uploaded herself.

> *You are an expert in web design and interactive learning. Your task is to create a detailed technical specification for an interactive educational website based on the learning material from the uploaded photos.* ***Design four interactive exercises:*** *reading comprehension, word search, sentence ordering, and a creative task - each with clear instructions and assessment criteria.*

Excerpt from the real prompt used by the teacher (translated) · shchilyan-smart-learn.base44.app

Dictation, Games and Differentiation

Audio Dictation “Forest News”

The teacher dictates short words and a sentence from the textbook (“It is night. The cricket is chirping.”), and the children write them on the worksheet.

Interactive Games on Base44

Students play the AI-built games to practice reading technique with words like night, help, oven, candle.

Differentiation: Creative Task

Students who finish early draw the stork's nest and mailbag (see the product on the previous slide).

Students Assess Their Own Progress

Checking completion: the audio dictation and the worksheet tasks.

Self-assessment: children color in the scale at the end of the worksheet according to how they did.

Evidence of learning: correctly matched syllables and pictures, correctly circled letters “Щ”, error-free dictation words.



The self-assessment scale from the worksheet

What Remains After the Lesson

Generated with AI

- Original worksheet (Canva) - canva.link/dwilkuqx7rwekym
- Educational games website (Base44) - shchilyan-smart-learn.base44.app

Traditional materials

- “Prosveta” ABC book (pp. 92–93)
- Muppets (theatre puppets)
- Colored pencils, printed worksheets
- Interactive screen for the Base44 games

How the Lesson Ends

The teacher reads “The Cricket and the Ant” (p. 93) expressively and leads a short discussion about the moral - how the ant behaved, and why.

Stork Shtilyan (the puppet) thanks the children for teaching him the letter Щ — closing the emotional loop opened at the start of the lesson.

Homework: finishing the creative task (if not completed in class) and reading the ABC book texts to their parents.

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TEACHER REFLECTION

> *The lesson successfully combines traditional puppetry with modern digital technology - the interactive games on Base44 and the original visual design from Canva. This shift from puppet to screen keeps first-graders' attention and motivation very high throughout the lesson.*

The self-assessment scale, together with the digital results from the Base44 games, gives the teacher immediate, clear feedback on how well the material has been mastered in real time.

— Ivana Chiflidjanova

Why We Chose This Lesson

The Youngest Age Group in the Selection

An example from 1st grade among the seven chosen lessons - showing that AI works even with the youngest learners.

A Real, Verifiable Product

A working original website (Base44) and a finished worksheet (Canva) - not just an idea, but something students actually used.

A Balance of Human Touch and Technology

The puppet theatre stays in place - AI steps in where it adds value, not everywhere.

Thank you for your attention!

Lesson: Sound and Letter “Щ” · Ivana Chiflidjanova, 81st Secondary School “Victor Hugo”, Bulgaria

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GOOD PRACTICE EXAMPLE · GRADE 5 · TECHNOLOGY & ENTREPRENEURSHIP

Working with Textiles and Leather

From an AI-built lesson to hands-on stitching

Iliyana Kaloyanova · 22nd Secondary Language School “G. S. Rakovski”, Sofia, Bulgaria

Mentor: Desislava Antonova · AI Navigators Project, Syndicate Education Podkrepa

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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	Five phases - from fabric swatches to a recap game
AI in Action	Four AI tools and the real products used in class
Results & Reflection	What the lesson showed and why it was selected

About the Lesson

TEACHER

Iliyana Kaloyanova

SCHOOL

22nd Secondary Language School “G. S. Rakovski”, Sofia, Bulgaria

SUBJECT & TOPIC

Technology & Entrepreneurship — Working with Textile Materials

GRADE

5th grade

DURATION

40 minutes

CURRICULUM LINK

Bulgarian State Educational Standards

What Students Achieve

Recognize materials	Identify different textile materials and leather by sight and touch.
Distinguish fiber types	Tell natural, artificial and synthetic fibers apart.
Explain properties	Explain what “exploitation properties” means for a material.
Perform basic stitches	Carry out simple hand stitches on a textile template.
Work safely, as a team	Follow safety rules and collaborate during the practical task.

Lesson Flow - Five Phases

1
Warm-up
~5 min
Fabric swatches

→

2
Main Activity
15–20 min
Fibers, properties, game

→

3
Practice
10–15 min
Stitching + Wayground

→

4
Assessment
Observation + flashcards

→

5
Wrap-up
Recap game

Four different AI tools support this single 40-minute lesson - each with a distinct, well-defined role.

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FOUR AI TOOLS · ONE 40-MINUTE LESSON

From fabric swatches to a needle and thread

What follows: how each of the five phases actually unfolded in Iliyana Kaloyanova's classroom.

PHASE 1 · WARM-UP (~5 MIN)

Fabric Swatches and Guiding Questions

No AI



The teacher shows different textile materials and asks: *“What are your clothes made of?”, “Which material is warmer?”* Students examine real fabric samples and make guesses.

Why show this honestly

The lesson plan correctly notes that this warm-up does not use AI - it relies on hands-on exploration with real fabric samples before any digital tool appears. AI enters only once students are already engaged with the physical materials.

Fibers, Properties and a Recognition Game

Presenting fiber types: natural, artificial and synthetic materials.

Explaining exploitation properties: softness, warmth, durability, water absorption.

A recognition game, built with AI, for identifying textile materials.

Discussing where each material is actually used in everyday life.



AI IN ACTION

A Full Lesson Presentation, Built with Gamma

Tool: Gamma

Purpose of using AI: generating a complete slide deck, game-based tasks and visual materials for a more engaging, understandable lesson.

> *Create a Technology and Entrepreneurship lesson for 5th grade on Working with Textile Materials and Leather. It should include* ***a practical stitching task with different stitches, a reflection, a game for recognizing fiber types and material properties,*** *an explanation of what exploitation properties means, and applications of textile materials. Ask me questions if I've left anything out.*

The real prompt used by the teacher (translated)

PRODUCT FROM THE LESSON

The Actual Presentation Used in Class

Работа с текстилни материали и кожа

Технологии и предприемачество
• 5. клас

Илияна Калоянова
2026 г.



Видове влакна

Текстилните материали се получават от **влакна**, които се преплитат и образуват прежда и плат. Влакната се делят на два основни вида:



Естествени влакна
Получават се директно от природата — от животни или растения.

Химически влакна
Получават се чрез обработка на природни материали или по химичен път.

Made with Gamma

Свойства на материалите

Експлоатационните свойства показват как материалът се държи при употреба. Те определят за какво е подходящ.

Материал	Мек	Топъл	Здрав	Попива вода
Памук	✓	—	✓	✓
Вълна	✓	✓	✓	✓
Коприна	✓	—	—	—
Полиестер	—	—	✓	—
Кожа	—	✓	✓	—

Пример: Зимното яке трябва да задържа топлина. Спортните дрехи трябва да бъдат леки и еластични. Памукът е предпочитан през лятото, защото попива потта и диша.

Made with Gamma

Приложение на текстилните материали

Текстилните материали и кожата намират приложение в почти всяка сфера на ежедневието.



Дрехи и обувки
Най-масовото приложение — от ежедневни дрехи до специализирани облекла.



Дом и интериор
Завеси, спално бельо, мебели и килими — текстилът е навсякъде около нас.



Спорт и защита
Спортни изделия и предпазни облекла изискват специални синтетични влакна.



Кожа — специални изделия
Обувки, колани, чанти, якета и мебели — кожата е здрава и устойчива.

Made with Gamma

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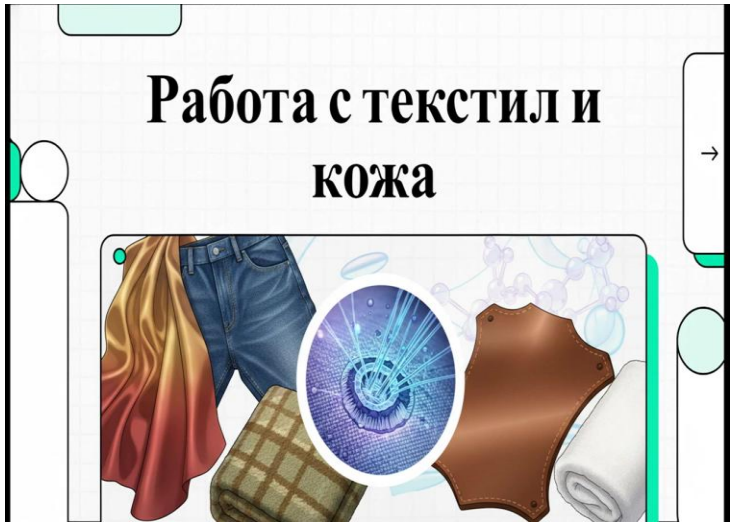
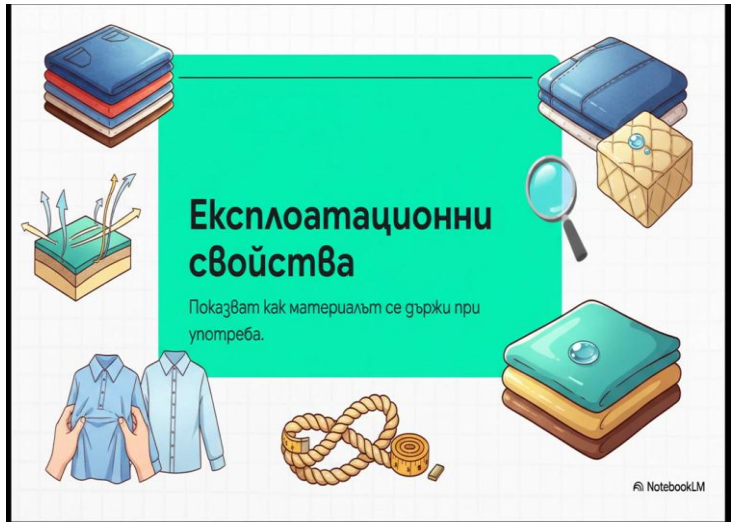
AI IN ACTION · PRODUCT FROM THE LESSON

An AI-Narrated Video Overview

Tool: NotebookLM

Beyond the slide deck, the teacher generated an AI-narrated, 6-minute video overview of the lesson content with NotebookLM - turning the same material into an animated, narrated explainer.







Frames from the AI-narrated NotebookLM video overview

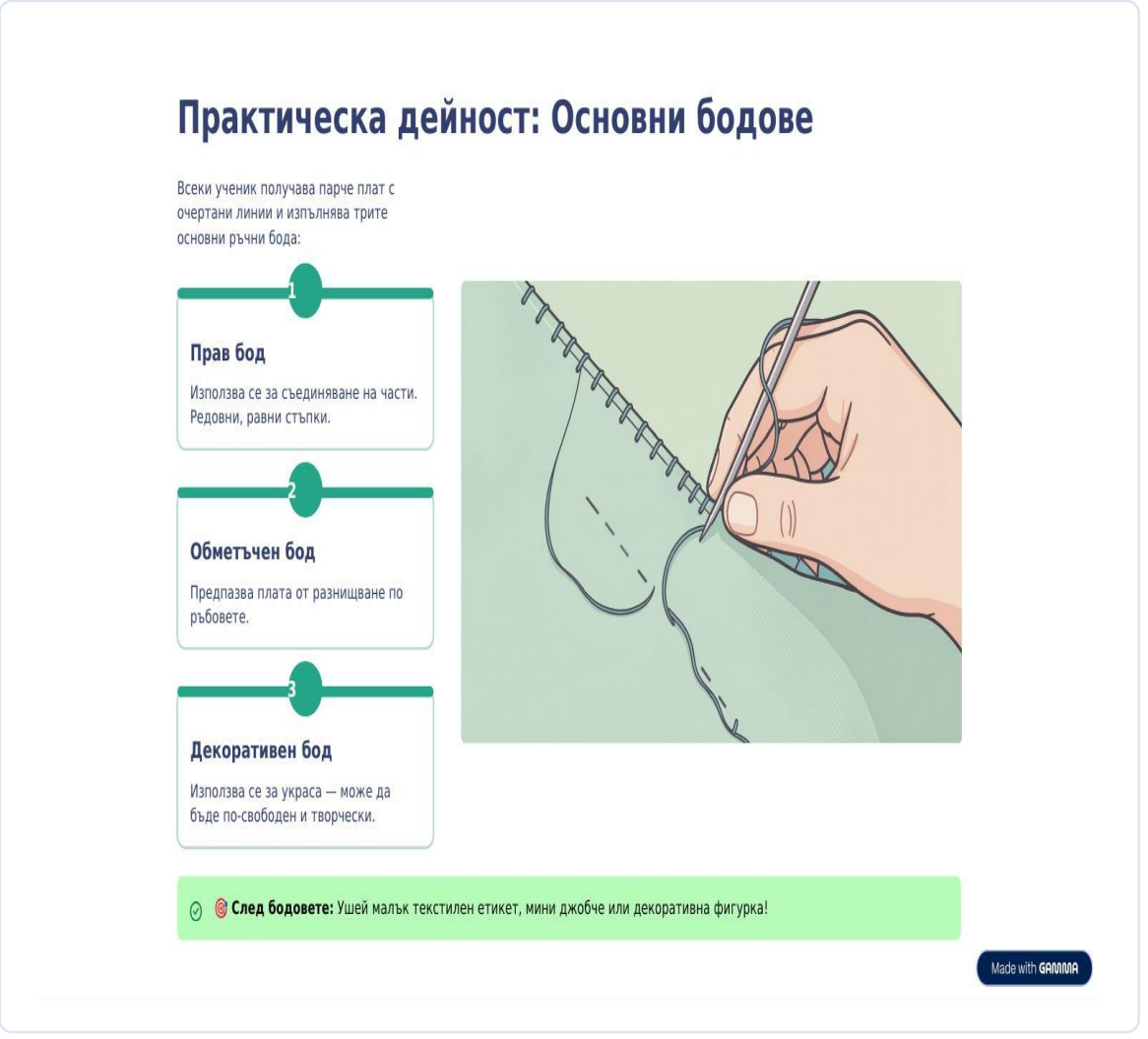
PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

Hands-On Stitching Practice

Practicing stitches: students practice a straight stitch, an overcast stitch and a decorative stitch on a textile template.

Recognition game (Wayground): once finished, students reinforce their knowledge through a fiber and material recognition game.

Differentiation: faster students design a decorative element; students who need more support work from a ready-made template.



AI IN ACTION

Differentiation and Review with Wayground

Tool: Wayground.com

AI supports differentiation too: an interactive “Pick the Right Answer” game (Wayground.com) lets faster students move ahead while others reinforce the basics at their own pace - and the same game closes the lesson as a whole-class recap.



Checking Understanding as the Lesson Unfolds

Method: observation during work, questions, practical tasks, and participation in the games.

AI support: flashcards and game questions generated with AI (NotebookLM), used to reinforce and check recall.

Evidence of learning: students recognize materials, explain their properties, perform basic stitches, and answer questions correctly during the game rounds.

What Remains After the Lesson

Generated with AI

- “Pick the Right Answer” game - Wayground.com
- Lesson presentation - Gamma
- Reinforcement flashcards & video - NotebookLM
- Lesson content generated with ChatGPT

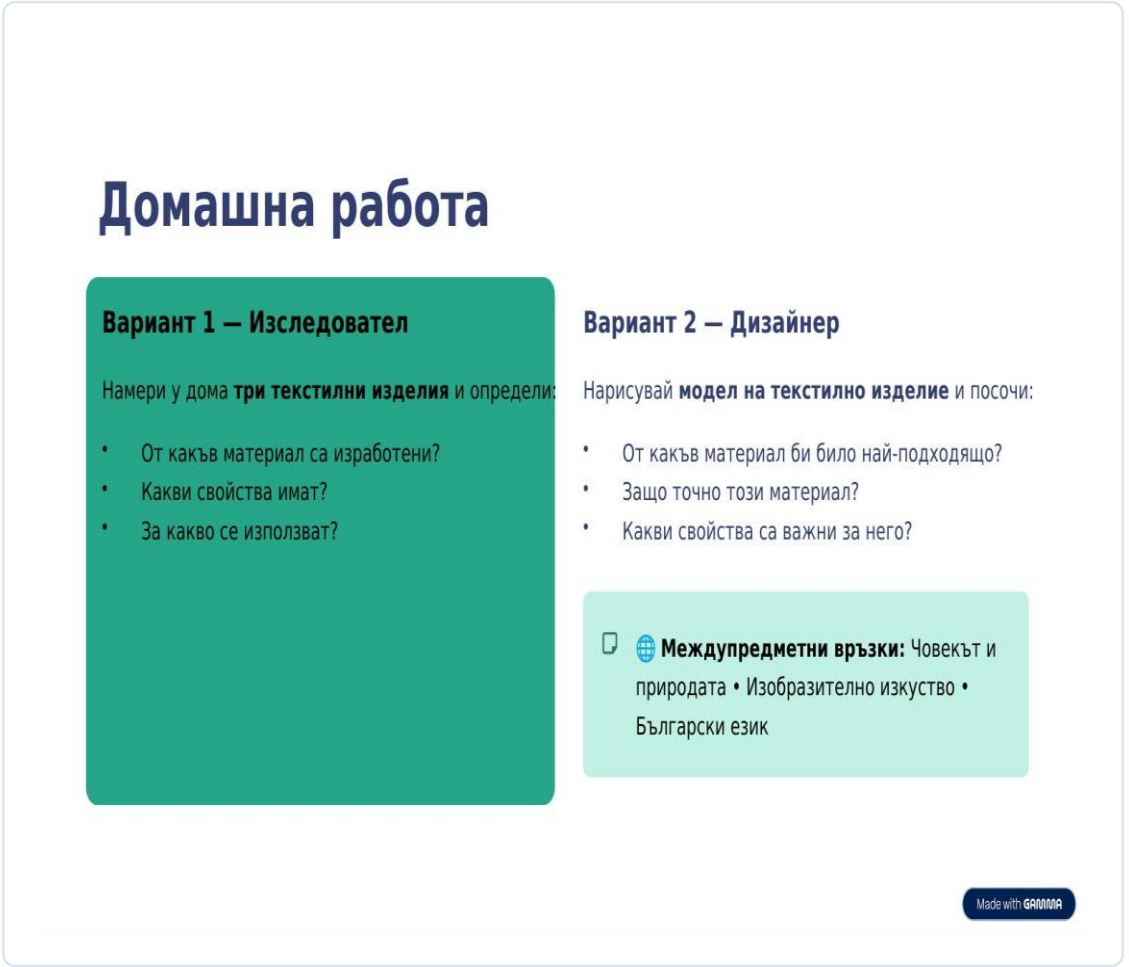
Traditional materials

- Needles and thread
- Fabric samples
- Scissors
- Computer, projector

How the Lesson Ends

Summing up the lesson with the “Pick the Right Answer” game on Wayground.com.

Homework: find three textile items at home and identify what material they're made of, what properties they have, and what they're used for.



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TEACHER REFLECTION

> *Students took an active part and showed real interest in the hands-on activity. The game elements and AI resources increased their motivation and engagement.*

Across this single 40-minute lesson, four different AI tools worked together: Gamma for the presentation, NotebookLM for flashcards and a narrated video, ChatGPT for content generation, and Wayground for the interactive games.

— Iliyana Kaloyanova

Why We Chose This Lesson

A Genuinely Hands-On, Vocational Subject

A Technology & Entrepreneurship example among the seven chosen lessons - AI supporting a hands-on craft skill, not just academic content.

Four AI Tools Working Together

Gamma, NotebookLM, ChatGPT and Wayground each played a distinct, well-defined role across one 40-minute lesson.

A Complete, Reusable Product

A full slide deck and an AI-narrated video the teacher can reuse and share with colleagues - not a one-off demo.

Thank you for your attention!

Lesson: Working with Textiles and Leather · Iliyana Kaloyanova, 22nd Secondary Language School “G. S. Rakovski”, Sofia, Bulgaria

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GOOD PRACTICE EXAMPLE · GRADE 8 · BULGARIAN LANGUAGE & LITERATURE

Antigone: A Clash of Two Laws

A modern dilemma opens Sophocles' ancient tragedy

Daniela Zdravkova · Plovdiv Language High School, Bulgaria

Mentor: Maria Docheva · AI Navigators Project, Syndicate Education Podkrepa

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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	Five phases - from a modern dilemma to an ancient trial
AI in Action	Four AI tools and the real products used in class
Results & Reflection	What the lesson showed and why it was selected

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SECTION 1 · LESSON INFORMATION

About the Lesson

TEACHER

Daniela Zdravkova

SCHOOL

Plovdiv Language High School, Bulgaria

SUBJECT & TOPIC

Bulgarian Language and Literature — “Antigone” by Sophocles

GRADE

8th grade (14–15 years old)

DURATION

45 minutes

CURRICULUM LINK

Bulgarian State Educational Standards

What Students Achieve

1. Explains the plot's development through the tragic conflict, and knows the meaning of “tragic hero.”

2. Explains the characters' motivations through the plot and conflict, and evaluates the ending in relation to catharsis.

3. Interprets “Antigone” through its genre and cultural-historical context, comparing its values and conflicts with personal experience.

Lesson Flow - Five Phases

1

Warm-up

~5 min

The Coder's Dilemma

→

2

Main Activity

15–25 min

Myth, conflict, genre

→

3

Practice

10–15 min

Trial in Ancient Thebes

→

4

Assessment

Short written reflection

→

5

Wrap-up

Teacher's summary

Four different AI tools support this single 45-minute lesson - each with a distinct, well-defined role.

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FOUR AI TOOLS · ONE 45-MINUTE LESSON

From an ethical dilemma to an ancient trial

What follows: how each of the five phases actually unfolded in Daniela Zdravkova's classroom.

PHASE 1 · WARM-UP (~5 MIN)

The Coder's Dilemma

Tool: ChatGPT + Gemini

A modern moral case, told before a single line of Sophocles is read: *a student's older brother - a brilliant coder - hacks a corrupt foreign bank to pay for their mother's life-saving treatment. The police investigate; the student finds the evidence at home.* **Report the evidence, or protect their brother?**

A quick class vote, then the bridge to Sophocles

Students vote by show of hands - state law, or personal loyalty - and give their reasons. The teacher then makes the turn: “This is exactly the trap ancient Greek tragedy sets. Over 2,400 years ago, Sophocles pitted two people against each other, each defending an absolute truth” - Creon's law of the state, and Antigone's unwritten law of the heart.

AI IN ACTION

An Ethical Case Study, Written with AI

Tool: ChatGPT / Gemini

Purpose of using AI: generating a short, gripping ethical dilemma that primes students for the central conflict of “Antigone” before they read a single line of it.

> *Give me an idea for an engaging 5-minute ethical case study for 8th grade, to introduce students to the clash between state law and personal morality before studying “Antigone.”*

The real prompt used by the teacher



Myth, Conflict and Genre

Mythological and Cultural Context (5 min)

A brief recap of the Theban cycle - the fate of Oedipus's line and the fratricidal war between Eteocles and Polynices.

Conceptual Analysis of the Conflict (10 min)

Antigone vs. Creon: both transgress a boundary - one human law, one divine. The Chorus voices moderation and reason.

Tracing the Genre Structure (5 min)

The turning point (peripeteia) - Tiresias's warning - and the catastrophe that follows: the deaths of Antigone, Haemon, Eurydice.

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AI IN ACTION · PRODUCT FROM THE LESSON

A Clash of Two Laws, Visualized with AI

Tool: NotebookLM

The teacher used NotebookLM to turn the Antigone-vs-Creon conflict into a single infographic students could read at a glance - each side's values, loyalties and reasoning laid out in parallel.



PRODUCT FROM THE LESSON

The Interactive Mind Map of the Value Conflict



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AI IN ACTION · PRODUCT FROM THE LESSON

An AI-Narrated Video Overview

Tool: NotebookLM

Beyond the two infographics, the teacher generated an AI-narrated video overview with NotebookLM - “The State vs. Antigone” - tracing the conflict from ancient Thebes to its echoes across history.







Frames from the AI-narrated NotebookLM video, “The State vs. Antigone”

PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

A Trial in Ancient Thebes

Tool: MagicSchool

Group 1 - Antigone's Lawyers

Defend her right to bury her brother, invoking the eternal, unwritten human laws.

Group 2 - Prosecutors of Creon's Order

Argue why anarchy and lawlessness would be ruinous for the polis.

Group 3 - Arbiters (the Chorus)

Listen to both sides and formulate a balanced, reasoned decision.

Roles are assigned to fit each student's inclination - Group 1 for emotional/value-based interpretation, Group 2 for logical and legal reasoning, Group 3 for advanced critical thinkers.

One Question, Three Sentences

Method: a short written answer (up to 3 sentences) to: “Who, in your opinion, pays the heavier price for their stubbornness in the tragedy, and why?”

AI support: an AI tool quickly generated a rubric for the written reflection - accuracy with the concepts, strength of argumentation, language culture.

Evidence of learning: students show they understand the tragic conflict without taking a one-sided position - recognizing it arises from two unyielding, partly-right points of view.

What Remains After the Lesson

Generated with AI

- Ethical case study - ChatGPT / Gemini
- “Two Laws” infographic - NotebookLM
- Value-conflict mind map - NotebookLM
- Narrated video overview - NotebookLM
- Group-work guiding questions - MagicSchool

Traditional materials

- Textbook
- Board
- Notebooks
- Multimedia projector and screen

No Easy Answer

The teacher's summary: Sophocles gives no easy answer as to who is right. He shows that when human law forgets humanity, and personal morality refuses to seek dialogue, catastrophe follows - closing with the Chorus's final words on prudence as the greatest good.

Homework: an essay or argumentative text on “Antigone's truth or Creon's truth - my personal choice.”

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TEACHER REFLECTION

> *Students participated actively.*

A modern ethical dilemma, a classical tragedy, and a courtroom-style debate - across one 45-minute lesson, four AI tools (ChatGPT, Gemini, NotebookLM and MagicSchool) helped turn a 2,400-year-old text into a live argument students had a stake in.

— Daniela Zdravkova

Why We Chose This Lesson

A Deep Discussion-and-Role-Play Lesson

Not a surface-level activity - a sustained debate structure with real AI prompts (Gemini) shown, and differentiation built with MagicSchool.

AI Applied to Classic Literature

One of the clearest examples in the selection of AI supporting the analysis of a canonical literary text, not just modern or STEM content.

A Modern Bridge into an Ancient Text

The AI-written dilemma and NotebookLM visuals make a 2,400-year-old tragedy feel immediate and personally relevant to 8th graders.

Thank you for your attention!

Lesson: Antigone: A Clash of Two Laws · Daniela Zdravkova, Plovdiv Language High School, Bulgaria

AI NAVIGATORS

Erasmus+ Co-funded by the European Union

NATIONAL AGENCY FOR EUROPEAN EDUCATIONAL PROGRAMMES AND MOBILITY

AI NAVIGATORS: Empowering teachers for the AI era, 2024-1-MK01-KA220-SCH-000253777

GOOD PRACTICE EXAMPLE · GRADE 8 · MATHEMATICS

Development of the Concept of Number

V2

A square garden's missing side opens the door to five number sets

Maria Docheva · Plovdiv Language High School, Bulgaria

AI Navigators Project, Syndicate Education Podkrepa

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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	Five phases - from a square garden to the real numbers
AI in Action	Four AI tools and the real products used in class
Results & Reflection	What the lesson showed and why it was selected

v2

About the Lesson

TEACHER

Maria Docheva

SCHOOL

Plovdiv Language High School, Bulgaria

SUBJECT & TOPIC

Mathematics - Development of the Concept of Number

GRADE

8th grade (14–15 years old)

DURATION

45 minutes

CURRICULUM LINK

Number sets: natural, integer, rational, irrational, real

What Students Achieve

1. Recognize and classify numbers as natural, integer, rational, irrational or real by the end of the lesson.
2. Explain, through examples like √2 and negative numbers, why the concept of number had to keep expanding.
3. Order numbers on the number line and identify which sets each one belongs to.
4. Solve short number-classification tasks with at least 80% success.

Lesson Flow - Five Phases

1
Warm-up
~5 min
The square garden

→

2
Main Activity
15–25 min
Building the number sets

→

3
Practice
10–15 min
A worksheet that flexes

→

4
Assessment
Short 5-question test

→

5
Wrap-up
Which set is largest?

Four different AI tools support this single 45-minute lesson - each with a distinct, well-defined role.

AI NAVIGATORS

FOUR AI TOOLS · ONE 45-MINUTE LESSON

From a Square Garden to the Real Numbers

What follows: how each of the five phases actually unfolded in Maria Docheva's classroom.

PHASE 1 · WARM-UP (~5 MIN)

The Square Garden

Tool: ChatGPT

A practical problem, posed before any definition of √: *a square garden has an area of 50 m². Let the side be a. Then $a^2 = 50$, so $a = \sqrt{50}$* - **a number that isn't whole, and can't be written as a simple fraction.**

The bridge to a new kind of number

Students try to pin down √50 as a fraction and can't. The teacher names what just happened: mathematics has run out of room before - first with debts and cold temperatures (integers), then with sharing and measuring (fractions) - and it's just run out again. That gap is where irrational numbers, and the rest of the lesson, begin.

AI NAVIGATORS

AI IN ACTION

A Real-World Task, Written with AI

Tool: ChatGPT

Purpose of using AI: generating a concrete, real-world scenario that leads students to a square root - and to numbers beyond the rationals - without starting from a dry, formal definition.

> *Give a practical task that leads to a square root.*

The real prompt used by the teacher

v2

Building the Number Sets

Mapping the Number Sets (5 min)

A step-by-step diagram of the expansion $\mathbb{N} \subset \mathbb{Z} \subset \mathbb{Q} \subset \mathbb{R}$, each new set built to solve a problem the last one couldn't.

Negative Numbers, Fractions, Irrationals (10 min)

Concrete examples anchor each set: debt and freezing temperatures for negative numbers, sharing food for fractions, $\sqrt{2}$ for the irrationals.

Working the Number Line (5–10 min)

Students place different numbers on a shared number line, then answer quick oral questions to check their understanding.

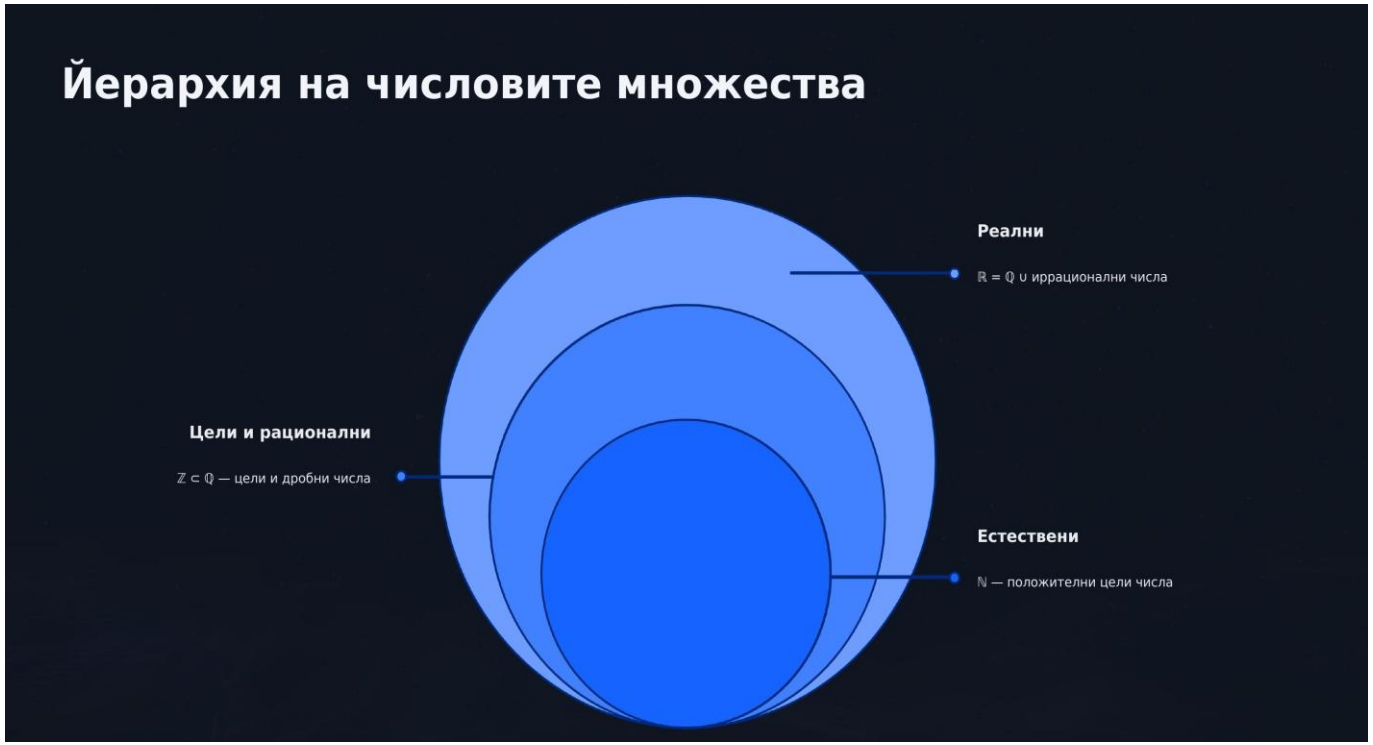
AI NAVIGATORS

AI IN ACTION · PRODUCT FROM THE LESSON

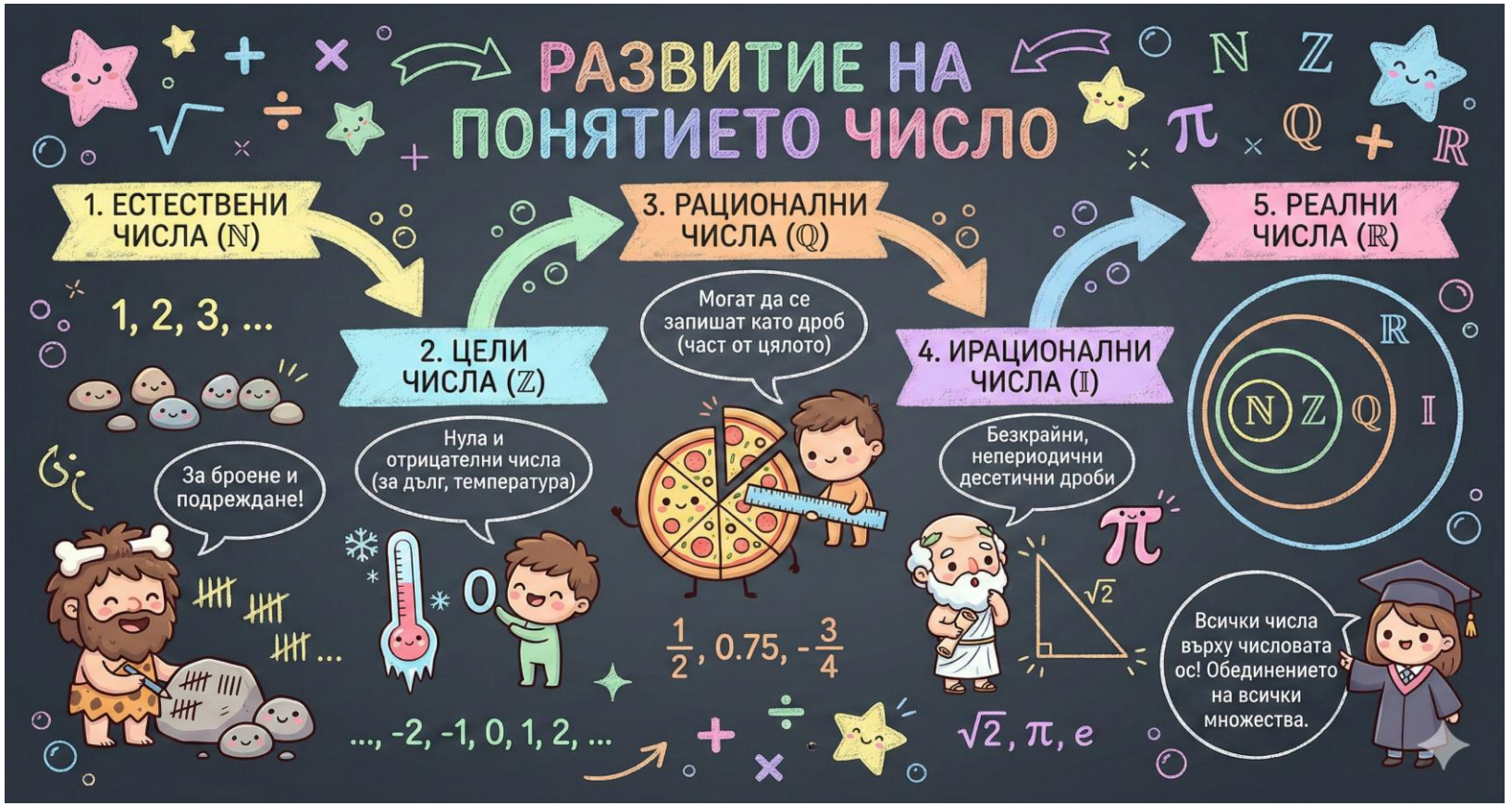
A Presentation Built by AI

Tool: Gamma

The teacher used Gamma to turn the lesson's structure into a full classroom presentation - including this hierarchy diagram, showing exactly how each number set nests inside the next.



Development of the Concept of Number, Visualized with AI

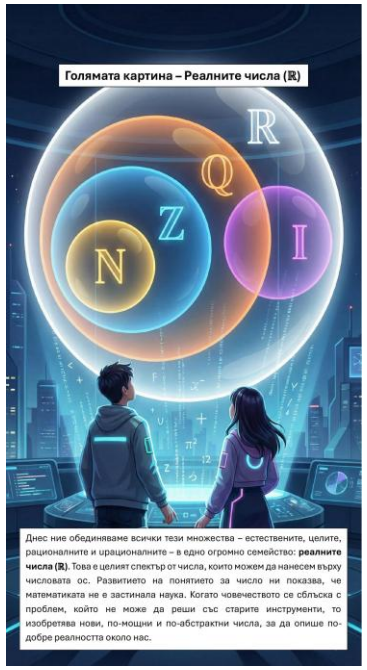


An AI-Illustrated Story of Number

Beyond the presentation and the infographic, the teacher also had AI generate a short illustrated story - “Beyond Reason: The Story of Impossible Numbers” - tracing the idea of number from counting sheep to √2, π and e.







Pages from the AI-illustrated story, “Beyond Reason: The Story of Impossible Numbers”

AI NAVIGATORS

PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

A Worksheet That Flexes

Tool: ChatGPT

Core Task

Classify given numbers, fill in the missing sets on the diagram, and order numbers by size — the same worksheet every student starts from.

Extra Support

Guiding questions break the classification task into smaller steps for students who find it difficult.

Extra Challenge

Proof-style problems and trickier irrational-number examples stretch the students who are ready to go further.

AI (ChatGPT) generated both the guiding questions and the challenge problems, so every student works the same worksheet at their own level.

A Short Test, Five Questions

Method: a short test (5 questions), plus oral questions throughout the lesson.

AI support: ChatGPT generated the test questions.

Evidence of learning: correct classification of numbers, a clear explanation of the difference between rational and irrational numbers, and at least 3 of 5 tasks solved correctly.

What Remains After the Lesson

Generated with AI

- Practical warm-up task - ChatGPT
- Classroom presentation - Gamma
- “Development of Number” infographic - AI image generation
- Illustrated story of number - AI image generation
- Worksheet & test questions - ChatGPT

Traditional materials

- Textbook
- Notebook
- Board

Which Set Is Largest?

The teacher's summary: a quick round of questions ties the lesson together - “Which number set is the largest?” “Where does √2 belong?” - pulling every set from natural to real back into one picture.

Homework: the assigned textbook problems, plus one extra task: give an example of your own for each number set.

AI NAVIGATORS

TEACHER REFLECTION

> *Students participated actively.*

Irrational numbers were the sticking point - a sign, the teacher noted, that this first concrete encounter with √2 needs a second, more hands-on pass before it fully lands. ChatGPT, Gemini, Canva and Gamma turned one square garden into a guided tour through five different kinds of number.

— Maria Docheva

Why We Chose This Lesson

One Problem, the Whole Curriculum

A single square garden opens onto the entire number-sets curriculum - natural through real - instead of five abstract definitions introduced cold.

AI Across the Full Toolkit

Four different AI tools - ChatGPT, Gemini, Canva and Gamma - each play a distinct role in one 45-minute lesson: task design, visual explanation, and differentiated practice.

Practice That Flexes Both Ways

The same worksheet stretches in both directions, with AI-generated guiding questions for students who struggle and proof-style challenges for those ready to go further.

Thank you for your attention!

Lesson: Development of the Concept of Number · Maria Docheva, Plovdiv Language High School, Bulgaria

AI NAVIGATORS: Empowering teachers for the AI era, 2024-1-MK01-KA220-SCH-000253777

GOOD PRACTICE EXAMPLE · GRADE 9 · ENGLISH LANGUAGE

Fact or Fiction? Media Literacy in the AI Era

AI writes the fake news so students can learn to catch it

Atanaska Nalbantova · Secondary School "Dimitar Matevski", Plovdiv, Bulgaria

Mentor: Elena Nalbantova · AI Navigators Project, Syndicate Education Podkrepa

AI NAVIGATORS

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	Five phases - from a vote on the news to a filter of one's own
AI in Action	Five AI tools and the fake content they built for class
Results & Reflection	What the lesson showed and why it was selected

SECTION 1 · LESSON INFORMATION

About the Lesson

TEACHER

Atanaska Nalbantova

SCHOOL

Secondary School “Dimitar Matevski”, Plovdiv, Bulgaria

SUBJECT & TOPIC

English - Fact or Fiction? Media Literacy in the AI Era

GRADE

9th grade (15 years old)

DURATION

40 minutes

CURRICULUM LINK

Reading comprehension; detecting fake news; modal verbs (must, might, can't)

What Students Achieve

1. Identify at least 3 pieces of AI-generated false information across headlines, images and articles.
2. Explain each judgment using modal verbs of possibility - must, might, can't - instead of a flat guess.
3. Write a short text (4–5 sentences) on “fact-checking,” using modal verbs of possibility correctly.
4. Carry detective-style thinking home, to a real story spotted on social media.

Lesson Flow - Five Phases

1

Warm-up

~5 min

Vote: “AI or Real?”

→

2

Main Activity

15–25 min

Learning to spot the fake

→

3

Practice

10–15 min

The Detective Lab

→

4

Assessment

The AI Filter

→

5

Wrap-up

AI is a tool; logic is the filter

Five different AI tools support this single 40-minute lesson - each with a distinct, well-defined role.

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FIVE AI TOOLS · ONE 40-MINUTE LESSON

Teaching Students to Out-Think the Machine

What follows: how each of the five phases actually unfolded in Atanaska Nalbantova's classroom.

PHASE 1 · WARM-UP (~5 MIN)

The “AI or Real?” Challenge

Tool: ChatGPT + Gemini

Four headlines appear on the screen - two genuinely strange-but-true stories, two built by AI to sound just as plausible. Students vote with their phones, or a sign held up by hand, before anyone reveals which is which.



AI IN ACTION

Two True Stories, Two Convincing Lies

Tool: ChatGPT / Gemini

Purpose of using AI: generating headlines strange enough to pass for real news, so the vote isn't decided by gut instinct alone — the same instinct AI is built to fool.

> *Generate two “weird but true” news headlines from 2024 and two completely fake but convincing headlines about technology or nature. Make them look like professional news snippets.*

The real prompt used by the teacher

PHASE 2 · MAIN TEACHING ACTIVITY (15–25 MIN)

Learning to Spot the Fake

AI Presentation (7 min)

The teacher walks through a fabricated story - giant mushrooms discovered on Mars - pointing out the hedging modals and repetitive, over-emphatic sentences that give AI writing away.

Lexical Focus (8 min)

Modal verbs of possibility take center stage: “It must be AI because…” and “It might be real because…”, anchored by a vintage-cartoon infographic.

A Second Fake, Built to Analyze

Gemini drafts a 200-word article with one subtle factual error and one telltale repetitive sentence pattern, and Gamma turns it into a believable page.

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AI IN ACTION · PRODUCT FROM THE LESSON

Modal Verbs, Drawn Like a 1930s Cartoon

Tool: Gemini

The teacher's own prompt asked for a “vintage rubber-hose cartoon infographic” - a bouncy teacher character sorting evidence into two columns: IT MUST BE AI BECAUSE… and IT MIGHT BE REAL BECAUSE…



AI NAVIGATORS

AI IN ACTION · PRODUCT FROM THE LESSON

The Glowing Kelp of the Mariana Trench

Tool: Gemini + Gamma

Same tools, sharper deception: Gemini wrote 200 convincing words on a “newly discovered” bioluminescent kelp, and Gamma illustrated it - with two cracks left in on purpose for students to find.



Two deliberate glitches

The factual error

The article places the kelp at “50,000 meters deep” - nearly five times deeper than the Challenger Deep, the ocean's actual deepest point at about 10,935 meters.

The robotic repetition

“The vehicle captured footage. The footage showed the kelp. The kelp emitted light…” - the same Subject–Verb–Object pattern, over and over, the way AI text often does.

AI NAVIGATORS

AI IN ACTION · PRODUCT FROM THE LESSON

A Fake Article, Ready for the Detective Lab

Tool: Gamma

One of the AI-built “scientific breakthrough” articles prepared for The Detective Lab - polished, quoted, and entirely invented, right down to the skeptical experts.



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PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

The Detective Lab

Tools: MagicSchool + Canva

Core Task

In groups, students receive a printed AI image and a short AI-written text — a “Neon-Fern” supposedly grown on Mars — and record their findings as “This can't be real because…”

Group A · Support

An AI Evidence Checklist breaks detection into five concrete checks: hands, on-image text, shadows, repeated words, too-smooth skin.

Group B · Challenge

A “Correction Report”: write a paragraph of real science — Mars' temperature, its atmosphere, how photosynthesis works — to debunk the fake discovery.

MagicSchool generated the Fact-Checker Checklist; Canva generated the “glitched” AI images every group had to examine.

The AI Filter

Method: one final headline — “A student built a robot that can do all homework perfectly.” - and students write a one-sentence judgment on paper or in Padlet, using a modal verb of necessity.

AI support: ChatGPT quickly sorts the responses into “Correct Logic” versus “Needs Improvement” while the lesson keeps moving.

Evidence of learning: students correctly identify the false elements and use at least one modal verb correctly in their sentence.

What Remains After the Lesson

Generated with AI

- Fake news headlines & articles - ChatGPT, Gemini, Canva, MagicSchool
- “Glitched” AI images for the Detective Lab - Canva
- Classroom presentation - Gamma
- Vintage cartoon infographic on modal verbs - Gemini

Traditional materials

- Printed “Detective Files” worksheets
- Paper (or Padlet) for the exit ticket
- Board

AI Is a Tool; Logic Is the Filter

Exit ticket: students share the one thing that surprised them most - how easily AI generates convincing lies, or how well they turned out to be able to catch them. The teacher closes with the lesson's one-line takeaway: AI is a tool, but human logic is the filter.

Homework: find a suspicious story on social media over the coming week, and write 3 English sentences with modal verbs explaining why it seems true or false.

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TEACHER REFLECTION

> *The goal is to see if students can transfer their language knowledge to practical situations.*

I expect the visual materials - the infographics - to help visually perceptive students remember the structure of modal verbs more easily.

— Atanaska Nalbantova

Why We Chose This Lesson

Grammar With Real Stakes

Modal verbs of possibility aren't drilled in isolation - students reach for “must,” “might” and “can't” because a real judgment about a real-looking story depends on it.

Five AI Tools, Five Distinct Jobs

ChatGPT, Gemini, Canva, Gamma and MagicSchool each generate a different piece of the deception or its scaffolding - a working tour of how convincing AI misinformation can look.

Differentiation Built Into the Deception

The same Detective Lab activity stretches from a guided checklist to an independent correction report, so every student practices the same reasoning at their own level.

Thank you for your attention!

Lesson: Fact or Fiction? Media Literacy in the AI Era · Atanaska Nalbantova, Secondary School “Dimitar Matevski”, Bulgaria

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AI NAVIGATORS: Empowering teachers for the AI era, 2024-1-MK01-KA220-SCH-000253777

GOOD PRACTICE EXAMPLE · GRADE 9–10 · CHEMISTRY & ENVIRONMENTAL PROTECTION

Visualization of Chemical Processes Using AI

Making the invisible molecular world visible, one AI-generated diagram at a time

Mariyana Georgieva · 134th SU “Dimcho Debelyanov”, Sofia, Bulgaria

Mentor: Nevena Krasteva · AI Navigators Project, Syndicate Education Podkrepa

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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	Five phases - from a single AI image to a student-built visualization
AI in Action	The AI prompts and visualizations behind each phase of the lesson
Results & Reflection	What the lesson showed and why it was selected

SECTION 1 · LESSON INFORMATION

About the Lesson

TEACHER

Mariyana Georgieva

SCHOOL

134th SU “Dimcho Debelyanov”, Sofia, Bulgaria

SUBJECT & TOPIC

Chemistry - Visualization of Chemical Processes Using AI

GRADE

9th–10th grade

DURATION

40 minutes

CURRICULUM LINK

Visualizing chemical reactions at the molecular level; digital competencies

What Students Achieve

1. Students to explain how chemical processes occur at the macro- and microscopic level.
2. To use AI tools to create and analyze visualizations of chemical processes.
3. To connect the visual representation of chemical reactions with chemical equations.
4. To develop skills for critically evaluating AI-generated scientific images.

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SECTION 3 · LESSON STRUCTURE

Lesson Flow - Five Phases

1

Warm-up

~5 min

Watching Water Split Apart

→

2

Main Activity

15–25 min

Reading the Molecular Story

→

3

Practice

10–15 min

Prompting Their Own Reaction

→

4

Assessment

Presenting & Peer-Checking

→

5

Wrap-up

From Reaction to Reflection

One AI tool, ChatGPT, carries every phase of this 40-minute lesson — from the opening image to the closing homework.

AI NAVIGATORS

ONE AI TOOL · FIVE INVISIBLE REACTIONS

Seeing What Molecules Do

What follows: how each of the five phases actually unfolded in Mariyana Georgieva's classroom.

PHASE 1 · WARM-UP (~5 MIN)

Watching Water Split Apart

Tool: ChatGPT

The teacher shows an AI-generated image of the water electrolysis process and asks: “What happens to the water molecules during this process?” Students share their assumptions.

No explanation comes first - only the image and the question. Whatever the class gets wrong here is exactly what the rest of the lesson sets out to fix.

AI IN ACTION

Prompting the Opening Image

Tool: ChatGPT

The exact prompt behind the lesson's opening image:

> *Create an educational scientific illustration of the water electrolysis process, suitable for 10th grade students, with hydrogen and oxygen clearly labeled.*

The real prompt used by the teacher to generate the water electrolysis illustration

Reading the Molecular Story

Connecting Image to Equation

Students analyze the AI-generated visualizations and connect what they observe with the chemical equation.

What Makes It Click

They discuss which elements of the visualization aid understanding of the process.

Correct vs. Inaccurate

They compare a scientifically correct and an inaccurate visualization and find the errors.

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AI IN ACTION · PRODUCT FROM THE LESSON

Two Prompts, Two Diagrams

Tool: ChatGPT

Purpose of using AI: creating visual models of chemical processes that support understanding of abstract concepts and molecular interactions.

> *Create a scientific diagram of water electrolysis with labeled products and ion movement.*

Prompt used for the water electrolysis diagram

> *Generate an educational visualization of a redox reaction for 10th grade students.*

Prompt used for the redox reaction visualization

Studying What You Cannot See

A chemical reaction happens between atoms and ions no one can actually watch. By comparing a scientifically accurate AI visualization against an inaccurate one, students learn to question what they see - and AI becomes a tool for studying processes that are otherwise invisible at the molecular level.

Compare

Line the AI image up against a scientifically correct one.

Question

Find exactly where the two visualizations disagree.

Understand

Use the fix to reason about what's really happening.

PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

Prompting Their Own Reaction

Tool: ChatGPT

Working in pairs, students choose a chemical process — electrolysis, combustion, neutralization, corrosion, etc. - formulate their own prompt with ChatGPT, and analyze the resulting image. Then they present what it shows and how scientifically accurate it is.

Ready-Made Prompts

Students with lower preparation are given ready-made prompts to work from.

Build Your Own Prompt

Advanced students create their own prompts and evaluate the scientific accuracy of the visualizations.

Pair work with assigned roles.

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MOMENTS FROM THE CLASSROOM

Students in Action









Presenting & Peer-Checking

Method

Observing participation in the discussion. Analysis of the presented visualizations. Oral presentation of the chemical process. Self-assessment and peer assessment between groups.

AI support

ChatGPT assists in creating assessment criteria, generating questions for analyzing the visualizations, and preparing a rubric for assessing scientific accuracy and quality of presentation.

Evidence of learning

The student correctly explains the chemical process and connects the visualization with the chemical equation - recognizing inaccuracies in AI-generated images and arguing the scientific accuracy of the visualization.

What Remains After the Lesson

Generated with AI

- Images and scientific diagrams of chemical processes
- Analysis questions and worksheets
- A presentation created with Canva AI

Also used

- ChatGPT and Canva, as digital tools
- Chemistry textbook, notebook and periodic table
- Worksheets and chemical models and diagrams

AI NAVIGATORS

From Reaction to Reflection

Discussion: students present their visualizations and discuss which elements best support understanding of the chemical process. The teacher summarizes the role of visualization in studying chemistry and emphasizes the need to verify AI-generated images for scientific accuracy.

Homework: choose a chemical process studied in chemistry class and create a visualization with the help of AI. Describe the process in 5–6 sentences and indicate which elements of the image best represent the reaction taking place.

AI NAVIGATORS

TEACHER REFLECTION

> *The use of AI visualizations increased students' interest and engagement.*

They demonstrated better understanding of molecular-level processes and actively participated in analyzing the scientific accuracy of the images. It is necessary to continue working on developing skills for critically evaluating AI-generated content.

— Mariyana Georgieva

Why We Chose This Lesson

Making the Invisible Visible

AI turns molecular-level events - the kind no one can actually watch happen - into images students can look at, question, and correct.

Error-Spotting Built Into the Lesson

Comparing a scientifically correct visualization against an inaccurate one turns image-checking into a core skill, not an afterthought.

A Prompt for Every Student

Ready-made prompts for those who need them, open prompt-writing for those ready to test their own ideas - every student works with AI, not just watches it.

Thank you for your attention!

Lesson: Visualization of Chemical Processes Using AI · Mariyana Georgieva, 134th SU “Dimcho Debelyanov”, Bulgaria

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GOOD PRACTICE EXAMPLE · GRADE 11 · HOMEROOM (CLASS HOUR)

My First Workplace

Two fake candidates teach real lessons about landing a job

Zornitsa Shopova · Plovdiv Language High School, Bulgaria

Mentor: Maria Docheva · AI Navigators Project, Syndicate Education Podkrepa

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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	Five phases - from two fake CVs to a real handshake
AI in Action	Three AI tools and the real materials they built for class
Results & Reflection	What the lesson showed and why it was selected

About the Lesson

TEACHER

Zornitsa Shopova

SCHOOL

Plovdiv Language High School, Bulgaria

SUBJECT & TOPIC

Homeroom (Class Hour) - My First Workplace

GRADE

11th grade (17–18 years old)

DURATION

45 minutes

CURRICULUM LINK

Homeroom curriculum, 11th grade - career readiness

What Students Achieve

1. Distinguish the main elements of a professional self-presentation - a CV and a cover letter.

2. Identify at least 3 rules of conduct for a first job interview: body language, attire, asking questions.

3. Develop critical thinking by analyzing the common mistakes people make when applying for a job.

AI NAVIGATORS

SECTION 3 · LESSON STRUCTURE

Lesson Flow - Five Phases

1

Warm-up

~5 min

The Headhunter Challenge

→

2

Main Activity

15–25 min

The path to the first job

→

3

Practice

10–15 min

Speed Interviewing

→

4

Assessment

Would do / would never do

→

5

Wrap-up

Preparation, then motivation

Three different AI tools support this single 45-minute lesson - each with a distinct, well-defined role.

AI NAVIGATORS



THREE AI TOOLS · ONE 45-MINUTE LESSON

From a Joke CV to a Real Job Offer

What follows: how each of the five phases actually unfolded in Zornitsa Shopova's classroom.

PHASE 1 · WARM-UP (~5 MIN)

The Headhunter Challenge

Tool: Gemini

Two job-candidate profiles appear on the screen - built by AI to be instantly, hilariously wrong in opposite directions. Playing hiring manager, students have one minute to decide who gets the interview, and why.



“Gosheto_99_Pv”

The extremely unserious one



Alexander-Emanuil Prodanov

The overly artificial one

AI IN ACTION

Building Two Wrong Answers on Purpose

Tool: Gemini

Purpose of using AI: generating two candidates who fail for completely different reasons, so the class debates real criteria instead of just guessing at a single “right answer.”

> *Create two short, humorous sample job listings / candidate profiles — one extremely unserious with spelling mistakes and an inappropriate photo, the other overly artificial.*

The real prompt used by the teacher, plus a matching image prompt for each photo

The Path to the First Job

Where to Look, Without Wasting Time

Job platforms and LinkedIn - and why a targeted search beats applying everywhere at once.

A CV That Actually Works

Clear structure over clutter, results over duties, and a Canva template as the starting point - not the finish line.

Interview Stages & the Classic Traps

What a multi-stage interview looks like, and how to answer “What's your biggest weakness?” and “Where do you see yourself in 5 years?” without freezing up.

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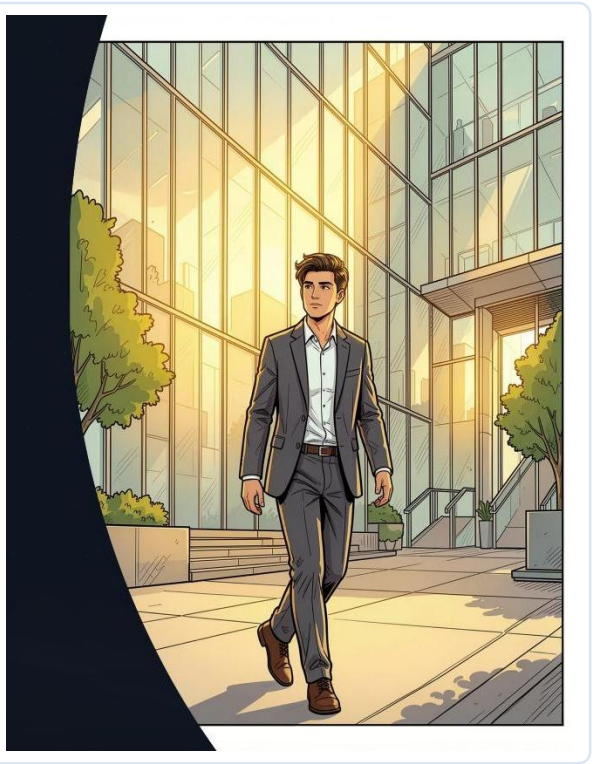
AI IN ACTION · PRODUCT FROM THE LESSON

A Presentation Built for the Job Hunt

Tool: Gamma + Gemini

“The Path to the First Job” - a full interactive presentation Gamma built from the teacher's outline, illustrated throughout by Gemini in a bright, consistent style.



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AI IN ACTION · PRODUCT FROM THE LESSON

Rehearsing the Handshake, Not Just the Answers

Tool: Gamma + Gemini

The presentation's slide on “trick questions” pairs each classic trap with a concrete strategy - and a reminder that a short thank-you email within 24 hours can be the deciding factor.



Why Neither Candidate Gets the Job

After the vote, the class breaks down exactly what went wrong with each profile — and where the real answer actually lives.

“Gosheto_99_Pv”

No respect for the employer's time, spelling mistakes throughout, and a tone far too casual for any real application - genuinely funny, but out immediately.

Alexander-Emanuil Prodanov

Sounds entirely AI-generated - corporate buzzwords stacked with no substance behind them, and not one authentic detail about who he actually is.

The ideal CV sits right in the middle: professional but genuine, honest, and written in plain, correct language.

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PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

Speed Interviewing

Tool: MagicSchool

Humanities & Languages

Real interview questions for a summer job at a language center — pairs get 3 minutes as interviewer and interviewee, then swap.

Software & Tech

The same simulation, with questions built around a first summer role at a software company.

Tourism & Business

The same simulation again, this time with questions from a tourism-business summer job.

MagicSchool generated ready-made interview questions for each track in seconds, so every pair rehearses questions close to their real summer-job plans.

One Thing I'd Do, One I'd Never Do

Method: a short Mentimeter survey - each student writes one thing they would definitely do before a job interview, and one thing they would never do.

AI support: none for this step - the responses are read and discussed live, as they come in.

Evidence of learning: students show they understand professional etiquette, and know how to structure an answer using the STAR method - Situation, Task, Action, Result.

What Remains After the Lesson

Generated with AI

- “The Path to the First Job” presentation - Gamma + Gemini
- Two candidate profiles & photos for the Headhunter warm-up - Gemini
- Interview questions by career track - MagicSchool

Also used

- PowerPoint, to run the presentation
- Mentimeter, for the exit survey
- No traditional printed materials this lesson

Preparation, Then Motivation

Discussion: the whole class weighs in on which question was hardest to answer during Speed Interviewing. The teacher closes with the lesson's takeaway: a first job rewards preparation, but what matters most is showing motivation and a willingness to learn.

Homework: each student picks a ready-made CV template in Canva and fills it in with their own current skills, languages and school projects - real preparation for a real application.

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TEACHER REFLECTION

> *Students participated actively.*

The lesson's own takeaway held: a first job rewards preparation, but what actually gets noticed is motivation and a genuine willingness to learn.

— Zornitsa Shopova

Why We Chose This Lesson

Two Fakes, One Real Standard

The two AI-generated candidate profiles make the point better than any list of rules could - students spot bad writing and hollow corporate-speak the instant it's put in front of them.

The Exact Questions They'll Actually Face

MagicSchool tailors the practice interview questions to each student's real summer-job plans - software, languages, tourism - so nothing about the rehearsal feels generic.

AI Modeled the Skill, Not Just the Slides

Gemini and Gamma didn't just supply content - they modeled both the writing to imitate and the writing to avoid, from a clean CV mockup to a painfully overwritten corporate bio.

Thank you for your attention!

Lesson: My First Workplace · Zornitsa Shopova, Plovdiv Language High School, Bulgaria

AI NAVIGATORS: Empowering teachers for the AI era, 2024-1-MK01-KA220-SCH-000253777

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

Mentor: Elena Nalbantova · AI Navigators Project, Syndicate Education Podkrepa

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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

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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.

Lesson Flow - Five Phases

1

Warm-up

~5 min

Video + live polling

→

2

Main Activity

~20 min

Encountering the poem

→

3

Practice

10–15 min

Choose your response

→

4

Assessment

Watching, listening, reading along

→

5

Wrap-up

Small actions matter

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

Four

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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.

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PHASE 1 · WARM-UP (~5 MIN)

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 Smirnenski's “The Brothers of Gavroche” - a real, still-relevant moral question, not an isolated school text.

AI IN ACTION

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.

> *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?

AI IN ACTION · PRODUCT FROM THE LESSON

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.



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AI IN ACTION

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.

> *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.

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TEACHER REFLECTION

> *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

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Erasmus+ Co-funded by the European Union

NATIONAL AGENCY FOR EUROPEAN EDUCATIONAL PROGRAMMES AND MOBILITY

AI NAVIGATORS: Empowering teachers for the AI era, 2024-1-MK01-KA220-SCH-000253777

GOOD PRACTICE EXAMPLE · GRADE 8 · BILINGUAL OPEN LESSON (ENGLISH + FRENCH)

Around the World in 80 Minutes

Two teachers, two languages, four continents - one 80-minute journey

Marusya Usheva & Rayka Slavcheva - Team Teaching · SU "St. St. Cyril and Methodius", Satovcha, Bulgaria

Mentor: Marusya Lozanova · AI Navigators Project, Syndicate Education Podkrepa

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IN THIS PRESENTATION

What you'll see

About the Lesson	Two teachers, two languages, one shared 80-minute block
Learning Objectives	What students should be able to do afterward
Lesson Flow	From a boarding pass to a passport quiz
AI in Action	An AI avatar, a bilingual presentation, and the prompts behind them
Results & Reflection	What the lesson showed and why it was selected

About the Lesson

TEACHERS

Marusya Usheva (English) & Rayka Slavcheva (French)

SCHOOL

SU “St. St. Cyril and Methodius”, Satovcha, Bulgaria

SUBJECT & TOPIC

English + French - Around the World in 80 Minutes

GRADE

8th grade, intensive foreign-language study (A1)

DURATION

80 minutes - a block of two 40-minute lessons

CURRICULUM LINK

Cultural awareness, digital competence, language communication

What Students Achieve

1. Recognize and name at least 5 world landmarks and their countries in English and French, and describe basic cultural traditions such as a tea ceremony or a festival.

2. Correctly match a country, landmark and tradition in interactive tasks, aiming for 85% accuracy using the target vocabulary of both languages.

3. Compose short descriptive sentences such as “This is the Eiffel Tower. It is in Paris, France.” / “C'est la Tour Eiffel. Elle est à Paris, en France.”

Lesson Flow - Five Phases

1

Warm-up

~5 min

Boarding the flight

→

2

Main Activity

30–40 min

Four continental stops

→

3

Practice

25–30 min

Digital Suitcase

→

4

Assessment

Digital Passport quiz

→

5

Wrap-up

Landing back in Satovcha

A block of two 40-minute lessons, taught side by side by an English and a French teacher - bilingual by design, not by accident.

AI NAVIGATORS

TWO TEACHERS, TWO LANGUAGES, FOUR CONTINENTS - ONE 80-MINUTE JOURNEY

Welcome on Board, Eighth Grade!

What follows: how the 80-minute flight actually unfolded in Marusya Usheva and Rayka Slavcheva's classroom.

AI NAVIGATORS

PHASE 1 · WARM-UP (~5 MIN)

Boarding the Flight

Tool: ChatGPT

An AI Avatar Takes the Mic

The lights dim, a plane-departure sound plays, and an AI-generated flight-attendant avatar appears on screen - announcing the day's journey in alternating English and French.

A Bilingual Welcome

“Welcome on board, eighth grade!” / “Bienvenue à bord, la classe de huitième!” - both teachers greet the class together before handing off to the avatar.

First Words, First Task

Students scan the QR code on their boarding pass, landing on a Mentimeter word cloud: the first word they think of for “Journey” / “Voyage.”

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A VISUAL MADE FOR THIS PRESENTATION

Your Boarding Pass

This mock boarding pass illustrates the personalized, QR-coded ticket each student actually received at the start of class.

SU ST. ST. CYRIL AND METHODIUS AIRWAYS

BOARDING PASS · CARTE D'EMBARQUEMENT

PASSENGER / PASSAGER

Grade 8 Traveler

FROM / DE

Satovcha

TO / À

Around the World

FLIGHT / VOL

AI-80

SCAN FOR YOUR FIRST MISSION

GATE: LANGUAGE LAB

AI IN ACTION

Scripting the Flight Attendant

Tool: ChatGPT + HeyGen

Purpose of using AI: writing a bilingual welcome script, then animating it as a talking avatar - so the “flight” has a host before either teacher says a word.

> *Write a short, exciting 1-minute airline boarding announcement greeting 8th-grade students for an open lesson titled ‘Around the world in 80 minutes.’ The script must seamlessly alternate sentences between simple English (A1) and simple French (A1). Make it sound like a real flight attendant welcoming passengers.*

The real prompt used by the teachers, quoted from the lesson plan



AI NAVIGATORS

PHASE 2 · MAIN TEACHING ACTIVITY (30–40 MIN)

Four Continental Stops

The lesson splits into four language-and-culture stops (8–10 minutes each), Mrs. Usheva leading the English half of each and Mrs. Slavcheva the French half - landmarks, key structures (“There is / Il y a”), and one cultural tradition per stop.

STOP 1



UK & France

Big Ben · Eiffel Tower

5 o'clock tea · café culture & croissants

STOP 2



Egypt

Pyramids of Giza

A short bilingual text about the pharaohs

STOP 3



India & Japan

Taj Mahal · Mount Fuji

Holi festival of colors · cherry-blossom viewing

STOP 4



USA & Canada

Statue of Liberty · Niagara Falls

Words for nature & city: river, statue, monument

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AI IN ACTION · PRODUCT FROM THE LESSON

One Slide, Two Languages, Side by Side

Tool: Gamma

Purpose of using AI: creating coordinated bilingual teaching slides with perfect visual balance, so A1-level students can visually match words and structures in both languages at once - English marked in green, French in blue.

> *Create a visual dual-language comparison presentation for A1 students. Each slide must represent a landmark (Eiffel Tower, Pyramids, Big Ben). Left side text in English (A1), right side text in French (A1). Use short sentences with 'There is/are' and 'Il y a.'*

The real prompt used by the teachers, quoted from the lesson plan



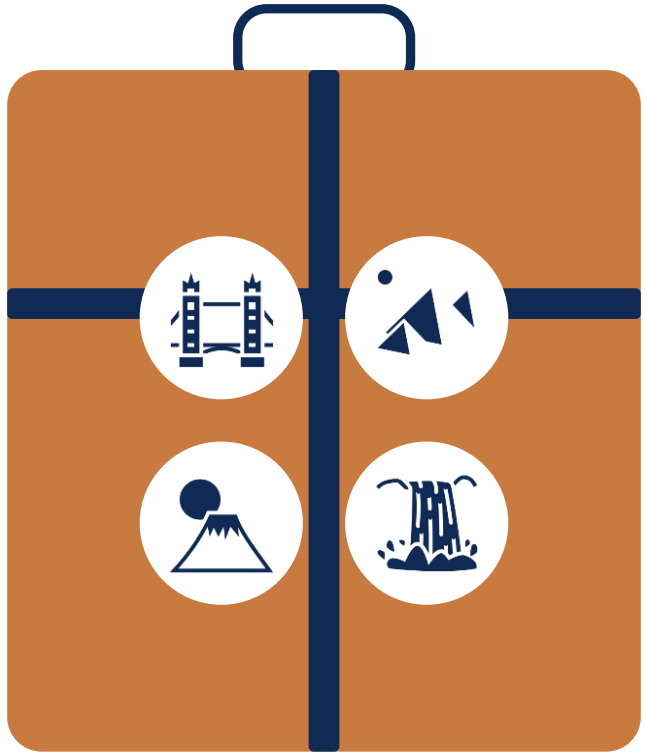
PHASE 3 · PRACTICE AND APPLICATION (10–15 MIN)

Traveler's Studio — Digital Suitcase

Tool: Diffit

Four international teams each “pack” a cardboard suitcase for one continent: photos, flags, traditional food and dress, and bilingual sentence labels - then read their finished captions aloud, one student in English, the other in French.

Differentiation: faster-paced students add a free-choice weather sentence; students needing support get color-coded labels (English underlined red, French in blue) and first-letter hints.



TEAM SUITCASE — 4 CONTINENTS

Illustrative visual — built for this presentation

The Digital Passport Quiz

Method: before “landing,” students take a 5-question Kahoot/Wordwall quiz on their phones - matching a photo (say, sushi) to the correct language pair: Japan - Суши / Japon - Sushi.

AI support: MagicSchool's Quiz Generator balanced the questions to test an equal number of English and French items and intercultural correspondences.

Evidence of learning: students recognize global cultural symbols and connect them to the right country, and can pronounce and spell basic nationality and country words in both languages. They also demonstrate team synergy and tolerance while dividing tasks.

What Remains After the Lesson

Generated with AI

- Bilingual welcome script for the avatar - ChatGPT, animated via D-ID/HeyGen
- Parallel English/French landmark slides - Gamma
- Bilingual text levels & differentiated cards - Diffit
- A balanced bilingual quiz - MagicSchool AI

Also used

- Kahoot, for the Digital Passport quiz
- Mentimeter, for the opening word cloud
- Cardboard suitcases, flags, stickers and paper boarding passes
- Multimedia projector and sound system

Landing Back in Satovcha

Closure: the teachers summarize that although the world is huge, languages help us shorten distances and understand other cultures — and congratulate grade 8 on proving that knowing languages opens doors to the whole world. The team suitcases go up on the wall as an exhibition.

Homework: each student creates their own “Traveler's Passport” - a small folded sheet drawing a dream destination, with 2 sentences in English and 2 in French.

AI NAVIGATORS

TEACHER REFLECTION

> *The integrated approach achieved an exceptional “wow effect” among students and the guests present.*

The dynamic switching between English and French maintained a high level of concentration throughout all 80 minutes. Using AI for differentiation (Diffit) allowed us to engage even students who usually feel shy speaking in front of an audience, since the color codes gave them confidence.

— Marusya Usheva & Rayka Slavcheva

Why We Chose This Lesson

Group 4's Missing Ninth Deck

Every lesson from Marusya Lozanova's mentor group is text-rich and well-designed - this lesson gives that group its own presentation, with visuals built specifically for it.

Two Teachers, Two Languages, One Lesson

A rare team-taught, bilingual format - English and French running side by side, not in sequence - that turns code-switching itself into the lesson's core skill.

The Widest AI Toolkit of Any Lesson Reviewed

An AI-animated talking avatar for the welcome script, Gamma for parallel-language slides, Diffit for differentiation, and MagicSchool for a balanced bilingual quiz - four distinct AI roles in one 80-minute block.

Thank you for your attention!

Lesson: Around the World in 80 Minutes · Usheva & Slavcheva, SU “St. St. Cyril and Methodius”, Satovcha, Bulgaria