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AI NAVIGATORS

TRAINING PROGRAMME FOR TEACHERS

Designing an introductory AI training for educators



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AI Navigators training programme for teachers: Designing an introductory AI training for educators

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More information about the project: <https://ainavigators.eu/>

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Introduction

The current programme guide provides a complete facilitator's script and plan for a one-day (8-hour) introductory training on Artificial Intelligence in Education. It is designed for AI Navigators – teachers trained to mentor their peers – to lead a practical training for secondary school teachers of various subjects. All content and activities are inspired from the prototypes created by national teams of AI Navigators during their 5-day training in Sofia, Bulgaria in July 2025. The programme is further enriched by trainers from partner organisations.

The training focuses on introducing key AI concepts and tools, and empowering teachers to begin creating AI-enhanced lesson plans. The main part of the training is focused on acquaintance with AI principles and tools and the final session is dedicated to collaborative lesson planning (with an AI-powered template), which will continue beyond the workshop so that each teacher implements at least two AI-supported lessons in their classes.

Each session of the training presented includes a suggested duration, objectives, and step-by-step facilitator notes. The schedule can be adjusted as needed. Flexibility is encouraged to accommodate different group sizes, experience levels, and cultural contexts. If you have multiple facilitators, you may assign roles (e.g. lead facilitator, technical coach, ethics discussion leader, etc.) as done in the prototype of colleagues from Belgium. If the group is large, consider dividing participants for certain activities (with roaming facilitators at each station). Always adapt examples and language to your local educational context, and ensure tools are accessible (e.g. account setup or language support).

We approach this field with humility: AI in education is evolving rapidly. This training is not a final answer but a learning journey for participants, trainers, and even the institutions behind it. The role of the AI Navigator is not to convince or convert, but to support curiosity, care, and critical thinking in the teaching community.

If you use this material in your own practice, or develop something new inspired by it, we would be glad to hear from you. You can reach out through the contact form at <https://ainavigators.eu>.

We believe this work grows stronger when it is shared!



Training at a glance

- **Welcome & Icebreaker (30 min)** – Warm up the group, build rapport and a collaborative tone.
- **Session 1: Introduction to AI in Education (45 min)** – Explore what AI is (and isn't), dispel myths, and discuss AI's impact on teaching.
- **Session 2: AI Tools Overview (45 min)** – Introduce key AI tools (MagicSchool, ChatGPT, Canva, Diffit, etc.) and how they can support teachers.
- **Session 3: Hands-On AI Practice (30 min)** – Guided exercise where participants try an AI tool to solve a classroom task (e.g. differentiating a reading with Diffit).
- **(Break – 15 min)** – Coffee/tea and informal exchange.
- **Lunch – 60 min** (approx. mid-day, e.g. 12:30–13:30).
- **Session 4: Ethics & Responsible AI Use (30 min)** – Discuss ethical considerations, safety, and pedagogical responsibility when using AI.
- **Session 5: Collaborative Lesson Planning Workshop (90 min)** – In subject-alike teams, teachers co-design an AI-enhanced lesson plan using a template and AI tools. This includes planning next steps to implement their lesson in class.
- **Wrap-Up & Next Steps (30 min)** – Group reflection, share key takeaways, evaluation, and post-training commitments (e.g. implement two AI-supported lessons, continued collaboration).

*(Note: Timing can be adjusted. For example, if more time is needed for hands-on practice, you may shorten the lunch break or the introductory session. Ensure the final **90 min** is preserved for lesson planning. If needed, insert a short afternoon break during the planning session.)*



Session 0: Welcome & Icebreaker

Objective: Break the ice and build a supportive learning environment. Help participants get comfortable with each other and curious about the day's topic.

Facilitator Notes: Greet participants as they arrive. If not all already acquainted, ensure everyone knows each other's names (provide name tags if possible). Briefly introduce the purpose of the training: *"We're here to explore how AI can support our teaching, and by the end of the day you'll have the start of an AI-enhanced lesson plan to try in your classroom."* Emphasize that the training is hands-on and that no prior AI knowledge is required – it's a safe space to ask questions and try things out together.

1. **Icebreaker Activity – "Pass the Prompt":** Use a quick, fun icebreaker to energize the group. Invite everyone to stand in a circle. Take a soft ball (or any easy-to-throw item). Explain the rules: one person starts by tossing the ball to someone else. The catcher, on receiving it, introduces themselves with their name, subject area, and one interesting fact about themselves or their teaching (e.g. "I'm Anna, I teach History, and I love using movies in my classes"). Then that person tosses the ball to another, and so on until everyone has been introduced. Encourage a brisk pace to keep it lively. This "pass the prompt" game helps participants connect in an interactive way and sets a playful tone.
2. **Share Training Goals:** After the intros, briefly outline the day's agenda (you can refer to a flip chart or slide with the session breakdown). Emphasize that by the end of the day, everyone will have begun designing an AI-powered lesson plan and should feel more confident about what AI is and isn't. If appropriate in your context, mention the link to the AI Navigators project: this training is part of an Erasmus+ initiative to *"empower teachers as mentors (AI Navigators) who support their colleagues in exploring, reflecting on, and making informed decisions about using AI in teaching practice"*. In other words, teachers are not just learning for themselves but also so they can share knowledge with peers.
3. **Setting Norms:** (2 min) Establish a few ground rules: for example, *"there are no silly questions"*, *"hands-on experimentation is encouraged"*, and *"we focus on practical"*



classroom applications". If participants have devices, encourage them to use them during exercises, but to stay on task. Clarify any logistical points (break times, etc.).

Flexibility Tip: For a more reflective icebreaker with a smaller group, you could try a shortened "River of Experience" activity as used in the core training. In that exercise, participants quietly draw a timeline of their personal journey with education technology (ups and downs) and then share in pairs. This can spark empathy and insight about differing comfort levels with new tech. If you choose this, ensure to time-box the drawing (maybe 5 minutes) and sharing (2 minutes each) to fit within 15–20 minutes. Use whichever icebreaker suits your group's size and energy – the key is to build a supportive atmosphere from the start.

Session 1: Introduction to AI in Education

Objective: Introduce the foundational concepts of AI in an accessible way. Clear up common misconceptions about AI, highlight what AI can and cannot do, and discuss the current and potential impact of AI on education. Foster an understanding of AI as a tool/partner for teachers, not a replacement. Address initial questions or anxieties teachers may have.

1. **Warm-Up – AI Myths & Facts Quiz (10 min):** Begin with an interactive quiz to engage participants and surface prior knowledge. For example, prepare a short "**AI in Education: Myth or Fact?**" quiz. You can use a show of hands or a live polling tool like Kahoot or Mentimeter to make it fun. Include 4–5 statements such as "*AI can grade essays with 100% objectivity*" or "*ChatGPT always gives correct information*" or "*AI will replace teachers*". After each statement, ask participants to vote if they think it's true or false. Reveal the answer and briefly explain. Encourage a few comments: did any answer surprise them? Keep the tone light and informative. The goal is to dispel exaggerated fears or hype early on. (For instance, clarify that AI is **not** infallible – it can make mistakes; and it's **not** a teacher, but a tool that still requires guidance.)
2. **What is AI, Really? – Mini Presentation (10 min):** Transition into a concise explanation of AI. Avoid heavy technical detail; frame it in relatable terms. For example: "*AI, in simple terms, is software that can learn from data and make predictions or create content.*"



Traditional programs only did what they were explicitly coded to do. Modern AI (especially generative AI) can produce new text, images, etc., based on patterns it learned from vast data. Use an analogy: perhaps compare a basic calculator (fixed rules) to an AI assistant like ChatGPT (which can generate an essay from examples it learned). Emphasize that **AI is already around us** (recommendation algorithms, voice assistants, etc.), but what's new and relevant to teachers is generative AI that can help create educational content. Keep this talk **accessible and optimistic** – highlight possibilities (saving time on planning, personalized materials) while noting it's normal to feel a bit overwhelmed by a fast-evolving trend. Reinforce that teachers don't need to become AI experts overnight; a basic understanding and an open, critical mindset are enough to start.

3. **AI in Education – Impact and the Teacher's Role (15 min):** Lead a discussion on how AI might affect teaching and learning. Ask: *"How is AI already influencing your work (or your students' work)?"*. Participants can share examples: maybe some have tried ChatGPT for lesson ideas, or noticed students using AI for homework. Acknowledge both positive uses and concerns. Summarize common themes on a flip chart: e.g. **time-saving** (lesson planning, grading assistance), **student engagement**, but also **challenges** like plagiarism or reliability of AI outputs.

Introduce the concept of the *"teacher-AI partnership"*: AI can be seen as a helpful assistant, but **not a replacement for teachers**. Stress that *"AI does not have the pedagogical wisdom, context awareness, or empathy that a human teacher has."* It's great at generating material or analyzing data, but *"human teachers remain the decision-makers who guide, curate, and oversee AI's contributions"*.

- **Facilitator Tip:** To address anxieties, you might share a quick anecdote or statistic. For example, mention that many teachers initially fear AI might "take over," but in practice, those who experiment find it actually offloads tedious tasks and frees up more time for creative teaching. Emphasize the **ethical responsibility** that comes with using AI – a theme we will revisit later. If earlier a common *"fear"* from the quiz or introductions was mentioned (like "AI might encourage cheating" or "AI could be biased"), acknowledge that



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concern now and note that we will discuss guidelines to mitigate those issues in the Ethics session.

4. **Q&A or Key Point Recap (5–10 min):** Invite any pressing questions about AI basics. Answer briefly, or if complex, note the question to address later in the day (some may be answered during the tools or ethics sessions). End the session by reinforcing a growth mindset: *“We might not grasp everything about AI in one day – and that’s okay. The goal is to start exploring. Like our students, we’ll learn by doing and reflecting.”* This wraps up the introduction on a positive, empowering note.



Session 2: AI Tools Overview

Objective: Introduce participants to a selection of practical AI tools that can assist with everyday teaching tasks. By the end of this session, teachers should know at a high level what each tool does and how it might be used for lesson planning, content creation, or differentiation. The tools highlighted are those featured in the project's materials: **MagicSchool AI**, **ChatGPT**, **Canva's AI features**, and **Diffit**, among others. This session is largely presentation and demonstration, setting the stage for hands-on use in the next session.

1. **Framing the Exploration (5 min):** Transition from the theory to practice. Say: *"Now that we have some idea of what AI is, let's see it in action for teachers."* Emphasize that the focus is on tools that **save time** and **enhance creativity** in teaching. Connect to common teacher challenges: for instance, *"Remember how many of us mentioned time pressure in planning or the need to engage diverse learners? Let's look at some AI tools designed to help with those exact issues."* Ensure everyone has a way to view the demos.
2. **Tool Introductions and Demos (30 min):** Go through each tool one by one, giving a **brief description** and a **short demo or example output**. Aim for 5–7 minutes per tool. Use simple, education-relevant examples.
 1. **MagicSchool AI:** Describe this as a specialized suite of AI tools built for educators. *"Think of it as a teacher's Swiss Army knife for AI."* MagicSchool can generate lesson plan outlines tailored to subjects and standards, suggest classroom activities, create assessment rubrics, and more. Emphasize its educator-friendly design – it often aligns content to curriculum needs automatically. **Demo:** If possible, show a prepared example – e.g. use MagicSchool's Lesson Plan Generator. For instance, input a topic like *"photosynthesis for 7th grade"* and show how it instantly produces a structured lesson outline or a set of quiz questions (have a screenshot or output text ready in case the live demo is slow). Highlight time-saving aspects: *"In seconds, it gave us a starting lesson plan – something that might normally take an hour of brainstorming."* Also mention any limitations you observed (maybe the output still needs tailoring).



2. **ChatGPT:** Introduce ChatGPT as a powerful general-purpose AI by OpenAI that can generate text and answer questions. Many may have heard of it. Frame it like: *“ChatGPT is like having a brainstorming partner or content writer on call.”* While it’s not education-specific, it’s extremely flexible – you can ask it to draft an email to parents, explain a concept, create a story, etc. In teaching, one great use is **brainstorming ideas** and getting creative prompts. **Example:** *“Say I’m stuck thinking of a fun activity for a math lesson on fractions. I can prompt ChatGPT: ‘Give me 5 unique activities to teach fractions to 10-year-olds.’”* Show a sample output list of activities. Or demonstrate a quick Q&A: *“What are some real-world examples of AI in daily life I can share with students?”* and see what it responds. Highlight: ChatGPT can produce great ideas, but sometimes needs us to refine the prompt or filter its output. It’s conversational, so you can ask follow-ups to get more detail. Also note: data privacy – avoid entering sensitive student data.
3. **Canva (with AI Design Tools):** Explain Canva is an online design tool popular for creating visuals like posters, slides, infographics. Recently, Canva added **“Magic Design”** and other AI features to speed up creative work. *“For those of us who aren’t graphic designers, Canva’s AI can generate appealing designs for us.”* For example, Magic Design can take a concept or even a rough outline and suggest professional-looking slide decks or graphic layouts. **Example/Demo:** If internet allows, show a quick use: e.g. type a title like *“Water Cycle Presentation”* into Canva’s presentation maker and show how it produces a set of slides with images and text. Or demonstrate using Canva’s text-to-image: type *“a historical scene of ancient Rome, cartoon style”* and show an auto-generated image if available. The idea is to show how AI can take a teacher’s idea and quickly give a visual form. Emphasize ease of use: many educators already use Canva templates; the AI just makes it faster to get a first draft of a visual aid.
4. **Diffit:** Introduce **Diffit** (diffit.me) as a tool focused on **differentiating texts**. *“Diffit is like a magic reading level converter.”* Explain that a teacher can input any text (for example, a news article or a science passage) and choose a reading level or grade – Diffit will then produce a simplified version of that text (or a more advanced version), along with a



glossary and even comprehension questions. This is extremely useful for making content accessible to all learners without having to manually rewrite it. **Demo/Example:** Show an example on screen or prepared printouts: take a paragraph about a complex topic (climate change, for instance) and show the original vs. Diffit's simplified version for, say, Grade 6. Point out how vocabulary and sentence structure were adapted. Also mention it can generate a harder version for enrichment. If live demo, you could collectively decide a topic and generate outputs in real time. Teachers usually react with *"wow, this could save me so much time!"*.

5. *(Optional, if time permits)* Briefly mention any other AI tools that were part of your project's toolkit, especially if relevant to participant interests: for example, **Gamma.app** for automatically generating slide presentations from an outline (great for quick lesson outlines with visuals), or **Quizizz's new AI features** that can auto-generate quizzes and even entire lessons from a topic prompt. Since these might be less familiar, only include if you feel the group is keen and there is time. The key four above should take priority.

Throughout the demos, keep it interactive: ask participants to imagine how they might use each tool. For example, after MagicSchool demo, ask *"What part of lesson planning would you love an AI to help with?"* – someone might say *"coming up with starter questions"* – you can connect that to ChatGPT or MagicSchool's features. After Diffit, ask *"Can you see yourself using this for a student who struggles with reading?"* Encourage reactions. Also be honest about limitations: e.g., *"Notice the Canva slide text wasn't perfect – we'd still tweak it,"* or *"ChatGPT sometimes gives too generic activities – it's a starting point that we refine."* This prepares teachers to approach AI outputs critically (a point to reinforce in the ethics session).

3. **Wrap-Up & Transition to Practice (5 min):** Summarize the tool showcase. It was a lot of input, so revisit each tool name and its core use in one sentence: e.g. *"MagicSchool is for structured plans and content aligned to curriculum, ChatGPT for flexible text generation, Canva for visual design with AI, and Diffit for leveling texts."* You might display a one-page "AI Tools Cheat-Sheet" listing these tools (the Serbian team prepared a 1-page guide to useful AI tools as part of their workshop materials). Let participants know they will get this



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list (you can have it in the guidebook or printed handouts). Remind everyone: *“AI gives us **possibilities**, but we as teachers add the **purpose**. It’s our job to choose the right tool and guide it.”* Encourage them that next they’ll get to try things out themselves. Check if anyone has a burning question about any tool. If a question is tool-specific and time is short, you can address it individually during the practice session.



Session 3: Hands-On AI Practice

Objective: Allow teachers to actively try an AI tool on a relevant task, so they gain confidence and see the practical benefit. This session reinforces learning by doing – participants will apply one of the showcased tools to create or adapt a piece of content for their class. It’s a short taster of AI in action, which will prepare them for the more extensive lesson planning later.

1. **Activity – Differentiation with Diffit (approx. 30 min):** In this guided exercise, the group will use **Diffit** (or a similar tool) to generate differentiated reading materials, as a concrete example of AI assistance in teaching.
1. **Setup (5 min):** Ask participants to think of a topic from their curriculum that students often find challenging to read or understand. For example, a science teacher might choose “photosynthesis”, a history teacher might choose “World War I overview”, a literature teacher could pick a Shakespeare excerpt. It can be something they actually teach and have text for, or you can provide a sample text for consistency.
2. **Using Diffit (10 min):** Have participants go to **diffit.me** in their browser (no login required). In the text box, they can type a topic or paste a short passage of text. Instruct them to choose a target reading level or grade for simplification. For instance: *“Take a complex text about your topic and create one version at a lower reading level and one at a higher level.”* If they don’t have a text handy, they can use Diffit’s feature of just entering a topic name (Diffit will generate a passage on that topic). Circulate the room to assist and troubleshoot. Encourage them to explore Diffit’s output: it usually provides an easier text, a harder text, a vocabulary list, and questions. Have them *compare the two versions* of the text and consider how they would use each. For example: *“Maybe the simpler one is for a student who needs more support, and the advanced one could challenge your fast readers.”*
3. **Reflection & Share (10 min):** After generating the differentiated texts, prompt participants to reflect: *“How accurate and useful are these AI-generated materials? What would you still need to do to make them classroom-ready?”*. Invite a few to share their experience. They might say, for example, *“The easier text was good but it removed a key detail I would*



*add back,” or “The questions are a bit too simplistic, I’d edit them.” This is a great moment to reinforce that **AI outputs are a draft, not a final product**. As one of the project tips states: “Always review AI-modified content for accuracy and appropriateness – AI can simplify text but might drop a key idea, and it doesn’t know your specific students.”. Also discuss potential classroom use: “Who can see themselves using this? In what scenarios?” One teacher might use it for English language learners, another for mixed-ability groups.*

4. **Alternative or Additional Practice:** If Diffit is not relevant for some subjects (e.g. math teachers might not have a text to simplify), offer an alternative mini-exercise. For math, perhaps use ChatGPT to generate a few word problems at different difficulty levels. Or use **Canva**: half the group tries creating a quick visual (like an educational poster) with Canva’s AI, while the other half tries **Gamma** to auto-generate a mini slideshow from a topic. The idea is to let participants “play” with AI in a guided way. (In the Belgian workshop, they gave participants time to explore 1–2 tools of their choice individually or in pairs after the demos. Depending on time and device availability, you can emulate that: e.g. *“Take 10 minutes now to explore any one tool we discussed – your choice. I’m here to help.”*) If doing open exploration, ensure to set a clear timeframe and then bring everyone back together to share one insight or question.

By the end of Session 3, participants have had a taste of using AI hands-on. Give some encouragement: *“Great job trying that out! See how in just a few minutes we got useful material? Imagine what you can do with a bit more practice.”* This sets a positive tone going into the lunch break or next segment.



Session 4: Ethics & Responsible AI Use

Objective: Ensure teachers are aware of the ethical considerations, risks, and responsibilities associated with using AI in education. Topics include data privacy, bias, academic integrity, and the importance of human oversight. Teachers will discuss scenarios and formulate guidelines for safe, responsible AI adoption in their school context.

1. **Energizer – “Hopes & Fears” (Optional, 5 min):** To re-focus the group after lunch (or a break), you can quickly surface their hopes and concerns regarding AI. For instance, ask everyone to write down one hope and one worry about using AI in their teaching. Use sticky notes or an online word cloud (like Mentimeter). Quickly cluster the responses: common **hopes** might be “less time grading”, “more personalized learning”; common **fears** might be “students cheating”, “AI bias or errors”, “data privacy issues”. This leads directly into the ethics talk by validating those points.
2. **Presentation: Key Issues in AI & Education (10 min):** Highlight the main areas of concern when integrating AI, as identified by the project and educators: **bias, hallucinations (false information), data privacy, dependency/over-reliance, impact on student skills (like critical thinking), and the blurred line between human and AI work.** Discuss each briefly:
 - *Bias & Fairness:* AI systems can carry biases from their training data. For example, an AI might consistently use male pronouns for certain professions or give examples that lack cultural diversity. Stress that teachers need to be alert to biased content or recommendations. If AI provides a resource or scenario, evaluate it for inclusivity and appropriateness.
 - *Accuracy & Hallucinations:* Reiterate that AI can “hallucinate” – confidently produce incorrect information. Give a quick example if possible (e.g. “*I once saw ChatGPT cite a book that doesn’t exist.*”). Teachers must **fact-check** important content. Never blindly trust AI output for factual accuracy or pedagogical soundness.
 - *Privacy & Safety:* Many AI tools require inputting text – caution teachers not to input sensitive student data or any private information. Explain that some tools (like



ChatGPT's free version) might use input data to improve the model, so it's safest to treat AI like a public forum – never share anything you wouldn't post openly. If your school or system has guidelines or if the project suggests a policy mention that. For instance, *"One idea is to have a **Responsible AI Use Policy** in your school – defining what's okay to do with AI and what isn't".*

- *Student Use & Academic Integrity:* Address the "cheating" issue. Students might use AI to write essays or do homework. How do we handle that? Emphasize teaching **AI literacy and ethics to students** – e.g., being transparent when they use AI, or assignments that require showing their thought process. Teachers might need to design assessments differently (focus on oral discussions, in-class work, etc., where AI is less applicable, or explicitly allow AI but have students critique its output). This could be an entire workshop itself, but plant the seed that we shouldn't ban AI outright – instead, guide students on acceptable use.
 - *The Teacher-Student-AI Relationship:* Pose the question: *"Where is the line – student, teacher, or machine?"*. Discuss that we must ensure AI is used to **help**, not replace, learning. For example, an AI tutor might give practice, but it's the teacher who understands a student's emotional needs and can motivate them. Keep humans in charge of judgment calls (this echoes earlier points).
3. **Discussion – "Golden Rules" Brainstorm (10 min):** Now let participants actively engage. In small groups (3-5 people) or as one plenary group (if small workshop), have them propose **5 Golden Rules for using AI in our school/classroom**. In other words, what guidelines would they give fellow teachers or students to ensure AI is used responsibly and effectively? Provide flip chart paper or a slide for groups to jot down their list. Examples might include: *"1) Verify information from AI with a reliable source, 2) Do not share student personal data with AI tools, 3) Use AI to assist, not do the entire task for you, 4) Encourage transparency when students use AI (cite their AI usage), 5) Always apply professional judgment to AI suggestions."* After about 5-7 minutes, have groups quickly share their rules. You'll likely see a lot of common points. As facilitator, synthesize them into a master



list and encourage everyone to take a photo or note them down. These “golden rules” will serve as a ethical compass moving forward.

4. **Emphasize Positive Responsibility (5 min):** Close the ethics session by empowering teachers. Yes, there are risks, but if they are informed and vigilant, AI can be a force for good in education. Frame it as “*ethical and pedagogical responsibility*”, which was a core goal of the training. That means teachers should lead by example in using AI thoughtfully. Mention resources or support: for instance, the AI Navigators project or others might provide ongoing advice on ethical AI use. If appropriate, share that this is an evolving area – even experts are figuring it out – so the input of practicing teachers (like them) is invaluable in shaping guidelines that make sense in real classrooms.

(If time is running short, you can streamline this session by focusing on just discussion or just a short presentation. However, it’s important not to skip ethics entirely, as it’s a key part of building trust in AI. Even a 15-minute focused conversation on “risks and how we mitigate them” is worthwhile.)



Session 5: Collaborative Lesson Planning Workshop

Objective: Participants will collaboratively design an AI-enhanced lesson plan for a subject of their choice, using the tools and concepts learned. This is the final activity where they apply their new knowledge to a real teaching scenario. By the end, each group will have a draft lesson plan outline and concrete ideas for implementing AI in that lesson. This session also sets the stage for post-workshop implementation – teachers will continue refining and eventually teach these AI-supported lessons, with the goal that each teacher carries out at least two such lessons in their classroom.

This session is structured as a workshop/challenge. Teachers form small groups (ideally by subject area or similar teaching context) to create a lesson plan. They are encouraged to use any of the AI tools introduced (and any others they know) to actually generate parts of the lesson content – effectively “co-planning with AI” in real-time.

1. **Setting up the Task (10 min):** Introduce the activity clearly. You might say: *“Now we’re going to roll up our sleeves and design a lesson. But you’re not doing it alone – you have teammates and our AI tools as helpers!”* Explain that groups will have about an hour to plan a **45-minute lesson** on a topic of their choice, and they should integrate at least **one AI tool** meaningfully into the plan (could be in planning or in student-facing activity). Hand out or draw attention to the **Lesson Plan Template** that everyone should use. Go over the template sections briefly (it includes fields like learning objectives, warm-up, main activities, assessment, etc., and notes where AI can assist – see the template provided in this guide).
 - **Form Groups:** Ideally cluster teachers by similar subject or interest, so that the lesson they plan is directly relevant to their work (e.g. all science teachers together, language arts teachers together, etc.). Aim for groups of about 3–5. (If there’s only one teacher of a subject, you can pair them with another or have a mixed-subject group, but make sure the group picks one subject’s lesson to focus on first, then others can chime in



with cross-discipline ideas.) If participants already started discussing ideas at lunch by subject, you can keep those same groupings.

- **Define the Scenario:** Instruct each group to pick a specific *topic* and *class* for their lesson. For example: *“Group 1: 10th grade Biology – topic: DNA replication; Group 2: 8th grade Math – topic: Introduction to linear equations; Group 3: History – World War II home front; etc.”* It can be something upcoming in their curriculum or a favorite lesson they want to enhance. Having a clear topic will focus their planning.
 - **Explain Use of AI in Planning:** Encourage them to actually use AI **during** the planning process: *“You can use ChatGPT to brainstorm your lesson ideas or generate a draft outline, use MagicSchool for specific activities or quiz questions, use Canva to create a visual for your lesson, etc. Combine tools –for instance, ChatGPT could draft an outline, then you could use Canva to make a supporting graphic.”*. Emphasize *combining strengths*: one tool might give the skeleton, another adds detail or visual, etc. The core doc suggests: *“AI works best when you chain its strengths – e.g., ChatGPT writes a plan, then Gamma makes slides for one activity, MagicSchool generates a quiz.”*. Also, remind them of the ethical guidelines: use AI as a helper, but critically review what it produces.
2. **Group Work (50 min):** Let the groups work on their lesson plans. During this time, facilitators should circulate among groups to provide support. Key things to do:
- **Provide Resources:** Ensure each group has the lesson plan template (printed or accessible digitally). They might fill it in by hand on paper or in a shared Google Doc, etc.
 - **Guidance on Using the Template:** The template outlines clear steps: defining objectives, a hook, main activities, practice, assessment, etc., and even suggests how AI can assist in each part. Encourage groups to at least fill out: lesson topic, objective(s), and one or two activities with AI integration. They don’t have to write a full script for the lesson in this short time – a solid outline with key components is enough.



- **Mentoring and Coaching:** As you circulate, ask probing questions to guide their thinking (like a coach): *“What do you want students to learn or do in this lesson? Maybe start from the learning objective.”*. *“Is there an AI tool that could help with that part? Perhaps MagicSchool could generate some practice problems for you – want to try it?”*
If a group seems stuck with AI usage, suggest a specific prompt or approach: e.g., *“Try asking ChatGPT to generate a fun opening scenario for your topic.”* If a group is sailing smoothly, challenge them: *“How will you ensure the AI-generated content is appropriate for your students?”* (this brings back critical thinking). Ensure every group is making progress and no one is left confused by a tool.
- 3. **Group Presentations / Share-Out (20 min):** Bring everyone back together. Have each group take 2-3 minutes to share the essence of their lesson plan and how they integrated AI. They might simply read out their lesson title, the main objective, and describe which AI tool they used for what part. Applaud each group. They are not being formally evaluated; the point is to learn from each other. After each share, the facilitator or other participants can add a positive comment or suggestion: *“Great use of the rubric generator! Have you thought of also using Diffit for your ELL students’ reading material?”* Keep it short so all groups get to share.
- 4. **Synthesize (5 min):** After all plans are shared, highlight **common creative ideas** and **takeaways**. For example, note if multiple groups used ChatGPT for brainstorming or if several subjects found Diffit useful – *“It seems ChatGPT was a popular assistant for coming up with ideas – it really can spark our creativity if used right!”*. Also underline the collaborative aspect: *“Many of you said working as a group and with AI produced richer plans than you might have alone in the same time”*.
- 5. **Plan for Post-Workshop Implementation (5 min):** This workshop is not the end – it’s the beginning of their AI journey. Ask participants to commit to *implementing at least two AI-enhanced lesson plans* in their classes in the coming term (this could include the one they just worked on, plus one more). Emphasize that implementing these ideas is crucial for solidifying their learning and spreading it.



Session 6: Wrap-Up and Next Steps

Objective: Reflect on the day's learning, gather feedback, and ensure participants leave with a clear sense of next steps and resources. This final session solidifies the community of practice among participants and celebrates their efforts.

1. **Reflection Circle (10 min):** Bring everyone into a circle (or front of room) for a quick reflective prompt. One effective method (used on Day 5 of the core training) is asking each person to share *"One thing I'm taking away from today, and one thing I plan to do next."* This can be done popcorn style or around the circle.
2. **Workshop Evaluation (10 min):** It's important to capture feedback and also have participants self-assess their learning. You can distribute a quick feedback form (paper or Google Form) asking what they found most useful, what could be improved, and any additional support they need. You might revisit the workshop objectives: *"Do you feel more confident to try AI in your teaching now?"* Maybe a quick show of hands or one-word answers around the room (e.g., "empowered", "curious", "still cautious but willing").
3. **Certificates & Thanks (if applicable, 5 min):** If your project or institution issues certificates of completion, hand those out now with a congratulatory note. Even if not, verbally acknowledge each participant's contributions – *"Thank you for your enthusiasm and hard work. You are now part of our AI Navigator community – educators leading the way in exploring AI thoughtfully."*
4. **Post-Training Collaboration:**
 - **Resource Sharing:** Remind participants that all materials from today (slides, the tools list, the lesson plan template, example prompts) will be shared with them (e.g., via email or a drive). Encourage them to also share resources they create. Perhaps set up a common online space (like a folder or group chat) where they can post their lesson plans or AI discoveries.



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- **Support Network:** Encourage them to keep in touch and continue the conversation. They might form a WhatsApp or email group. If you as facilitator are available for consult, let them know they can reach out with questions as they implement their AI lessons.
5. **Closing Thought (2 min):** End on an inspiring note. Reiterate the vision: *“AI in education is a journey, and we are just at the beginning. It’s okay that things aren’t perfect – what matters is we approach it with curiosity, care, and our professional values guiding us. Together we can ensure AI is used to enhance teaching and learning, not hinder it.”* Thank everyone genuinely for their participation. Perhaps end with a group photo or a fun cheer to celebrate completion.



Tools and Resources

Below are the practical tools and references integrated into this guide, compiled for easy access. Facilitators can share these with participants during or after the workshop.

AI Tools Quick Reference

(A concise list of AI tools highlighted in the training and their classroom applications. These are drawn from the workshop content and provided materials.)

- **MagicSchool AI:** An AI toolkit designed specifically for educators. It offers a Lesson Plan Generator, Activity Suggestions, Rubric Creator, and more, all tailored to common curriculum needs. *Use it to quickly draft lesson outlines, get ideas for class activities, or create assessments.* For example, MagicSchool can generate a set of quiz questions at various difficulty levels or align a lesson to state standards automatically.
- **ChatGPT:** A general-purpose conversational AI that can generate text and answer questions. Think of it as a *brainstorming partner* or *content creator*. Teachers use ChatGPT to get **teaching ideas**, draft materials (explanations, stories, examples), or even to simulate a student's essay for critique. E.g., *"Give me 5 creative activities to teach photosynthesis to 12-year-olds."* → (ChatGPT produces games, analogies, etc.). Always review its output for accuracy and appropriateness, as it can sometimes produce incorrect information.
- **Canva (with Magic Design):** A popular graphic design platform with AI features that help create visual materials swiftly. Teachers can generate slide presentations, infographics, posters, or worksheets. For instance, using Magic Design, input a topic or content and Canva suggests a nicely formatted presentation. Also offers text-to-image generation: describe an image you need, and Canva's AI will attempt to create it. *Use Canva to make your lessons visually engaging without needing advanced design skills.* (Free version available with many templates; advanced AI features may require a sign-up.)
- **Diffit:** A specialized tool for **differentiating texts by reading level**. Paste any text or choose a topic, select a reading level (e.g. 3rd grade, 8th grade), and Diffit will produce simpler or more complex versions of the text, along with glossaries and comprehension questions.



Ideal for adapting readings to diverse student abilities (e.g., simplifying a source for students who need support, or generating an enriched version for advanced readers). *Use Diffit to ensure all students in a mixed-ability class can access the material.* No login required; works via web browser.

- **Gamma.app:** An AI tool that generates entire slide decks or visual presentations from a short prompt or outline. For example, type “Introduction to Photosynthesis presentation” and Gamma will create a multi-slide deck with text and images. It’s useful when you need a quick lesson presentation draft. *Use Gamma to save time on creating slides, then edit to add your personal touch.* (Internet required; free with sign-up.)
- **Quizizz (AI-enhanced):** Quizizz is known for gamified quizzes. Its new AI features (sometimes referred to as “Quizizz or Wayground AI”) can auto-generate quiz questions or even entire lesson activities from a topic. For instance, input a topic and get a ready-made quiz or an interactive lesson. *Use Quizizz’s AI to quickly prepare formative quizzes or interactive games, which you can further tailor to your class.*
- **Mentimeter / Kahoot:** (Not AI tools, but worth noting as used in training sessions) These are interactive polling and quiz platforms. *Use Mentimeter to gather opinions or do word cloud exercises (like the hopes/fears activity). Use Kahoot to run fun quizzes (like the myth-busting quiz).* They engage participants/students in real time via their devices. While not AI, they complement AI activities by capturing human feedback and sparking discussion.
- **Padlet:** (Also not an AI tool, but complementary) An online digital bulletin board. *Use Padlet for sharing ideas, resources or post-workshop lesson plans.* In training, it was suggested for collaborative reflections and could be used to collect participants’ AI lesson outputs or tips in one place.

(The above list can be printed as a one-page handout. It covers tools explicitly mentioned in the source materials. Note: Always verify tool availability – e.g., MagicSchool may require account access or might be in beta; ensure alternatives if needed. Also, check compliance with your school’s data policies, especially with student data.)



Lesson Plan Template

Below is an **editable lesson plan template** adapted from the project materials. Facilitators can use this during Session 5. Participants can fill it in digitally or on paper. The template prompts teachers to consider where AI can assist in each part of the lesson. It is structured for a single lesson but can be adapted for longer units.

1. Lesson Overview

- **Subject & Topic:** (e.g., Science – The Water Cycle)
- **Grade Level / Age Group:** (e.g., 7th Grade, age 12-13)
- **Lesson Duration:** (e.g., 45 minutes)
- **Curriculum Link / Standard (if applicable):** (e.g., aligns with National Science Standard XYZ)

2. Learning Objectives (SMART) What should students know or be able to do by the end of the lesson? State 1–3 specific, measurable objectives. *For example:* “Students will be able to **identify and explain** three causes of the French Revolution.”

3. Hook / Warm-up (5 min) How will you engage students at the start? Describe a brief opener to spark interest. You can use AI to suggest ideas for this section.

- *Possible AI support:* Ask for an ice-breaker, fun fact or a short relevant scenario.
- *Example AI Prompt:* “Generate a short, interactive warm-up activity to introduce [topic] to [age group].”

4. Main Teaching Activity (15–25 min) Outline the key instructional steps of the lesson. This might include a mix of teacher explanation, demonstration, discussion, and any AI-supported element.

- **Input/Instruction:** What content will you introduce? (Lecture, story, video, etc.)
- **Use of Visuals or Presentations:** Are you using slides or images? (AI tip: You could use a tool like Gamma or Canva to generate slides or graphics.)
- **Examples or Modeling:** Any examples you will show (problems worked out, sample essays, etc.).
- **AI Tool Integration:** If using an AI tool during instruction, specify:
 - *Tool Name:* (e.g., ChatGPT, MagicSchool, etc.)



- **Purpose:** (e.g., generating an example, providing background info, translation)
- **Prompt used:** (if applicable, note the exact prompt given to the AI and the outcome).

5. Practice & Application (10–15 min) Describe how students will practice the new knowledge or skills.

- **Activity:** (e.g., group work, worksheet, lab experiment, role-play, quiz).
- **Differentiation:** How will you adapt for different learners? *AI can help create differentiated materials.*
 - **Example AI Prompt for differentiation:** “Create three versions of a reading comprehension exercise about **[topic]**: one basic, one intermediate, one advanced.”
- **AI Tool Integration:** Are students or the teacher using any AI here? (e.g., using an AI tutor, or teacher used AI to generate the worksheet questions.) Note the tool and purpose.

6. Formative Assessment (5–10 min) How will you check for understanding during or at the end of the lesson?

- **Method:** (e.g., a quick quiz, exit tickets, class discussion, student demonstration).
- **AI support:** If applicable, mention any AI use. For example, “Used MagicSchool’s quiz generator to create 5 comprehension questions” or “will use an AI-generated rubric to assess projects.”
- **What to look for:** Key evidence of learning (e.g., “Students should be able to correctly solve at least 8 out of 10 problems” or “listen for use of target vocabulary in their answers.”).

7. Materials & Resources List everything needed for the lesson. Include both AI-generated and traditional materials:

- **AI-generated content:** e.g., “Slide deck on water cycle (made with Gamma)”, “Differentiated texts (from Diffit) on climate change”, “Vocabulary quiz (from ChatGPT)”.
- **Other tech tools:** e.g., “Interactive quiz on Quizizz”, “Padlet board for brainstorming”.
- **Traditional materials:** e.g., “Printed handouts of data table”, “Lab kits”, textbooks, etc.



8. Wrap-up & Follow-Up

- **Closure:** How will you end the lesson? (summarize the learning, have students reflect or answer a closing question).
- **Homework or Extension:** Any assignment or activity to deepen learning after class.
- **Teacher Reflection (optional):** How will you reflect on this lesson's effectiveness? (*AI tip: After the lesson, you could use AI to help summarize student feedback or performance. For example, input student exit ticket responses into an AI to look for common themes.*)

Examples of Lesson Objectives and AI Integration Ideas

- **Mathematics:** *Objective:* "Students will be able to solve multi-step word problems involving percentages (discounts, tax) with at least 80% accuracy." *AI idea:* Use ChatGPT to generate a set of word problems involving shopping scenarios (discounts, taxes) and use Diffit or MagicSchool to create easier/harder versions of those problems for differentiation.
- **Language Arts:** *Objective:* "Students will be able to write a short opinion paragraph using at least three linking phrases (e.g. however, moreover, therefore) in correct past tense forms." *AI idea:* Use ChatGPT to act as a "writing coach" – have it generate an example paragraph with linking words, then let students critique it. Alternatively, students draft their paragraph and then use an AI grammar check (like Grammarly or ChatGPT) to get suggestions, discussing any corrections.
- **Science:** *Objective:* "Students will be able to describe the process of photosynthesis by creating a labeled diagram and explaining each step in their own words." *AI idea:* Use Canva's AI to generate a custom diagram of a plant (or MagicSchool's image generator if available) and have students label it. Use ChatGPT to generate analogies for photosynthesis (e.g. comparing it to cooking) to help explain steps, which students then put into their own words. Possibly use Diffit to provide reading material on photosynthesis at different reading levels for groups.



- **Social Studies / Humanities:** *Objective:* “Students will be able to compare two historical sources from World War II and explain how perspective influences interpretation in a short paragraph.” *AI idea:* Use ChatGPT to produce a fictional diary entry from a World War II civilian to complement a real diary or letter from the era. Students can then compare the AI-generated account with the authentic source to discuss bias and perspective (noting AI’s version is a simulation). This addresses the objective of understanding perspective in sources and sparks discussion on reliability. (Teacher ensures the AI content is historically plausible and clarifies it’s a created example.)
- **Foreign Language:** *Objective:* “Students will be able to order food in a restaurant using key phrases in French.” *AI idea:* Use an AI voice chatbot (if available) to simulate a restaurant dialogue, or have ChatGPT generate a sample dialogue in French and English. Students practice with each other, then perhaps interact with the AI by typing their order in French to see if it “understands” (fun practice). AI can also provide quick translations or flashcards for menu vocabulary.

(These examples show how AI tools can be woven into lessons across subjects. They are based on scenarios discussed during training and the materials provided on subject-specific AI applications. Facilitators should feel free to share these or develop their own examples relevant to participants’ subjects.)