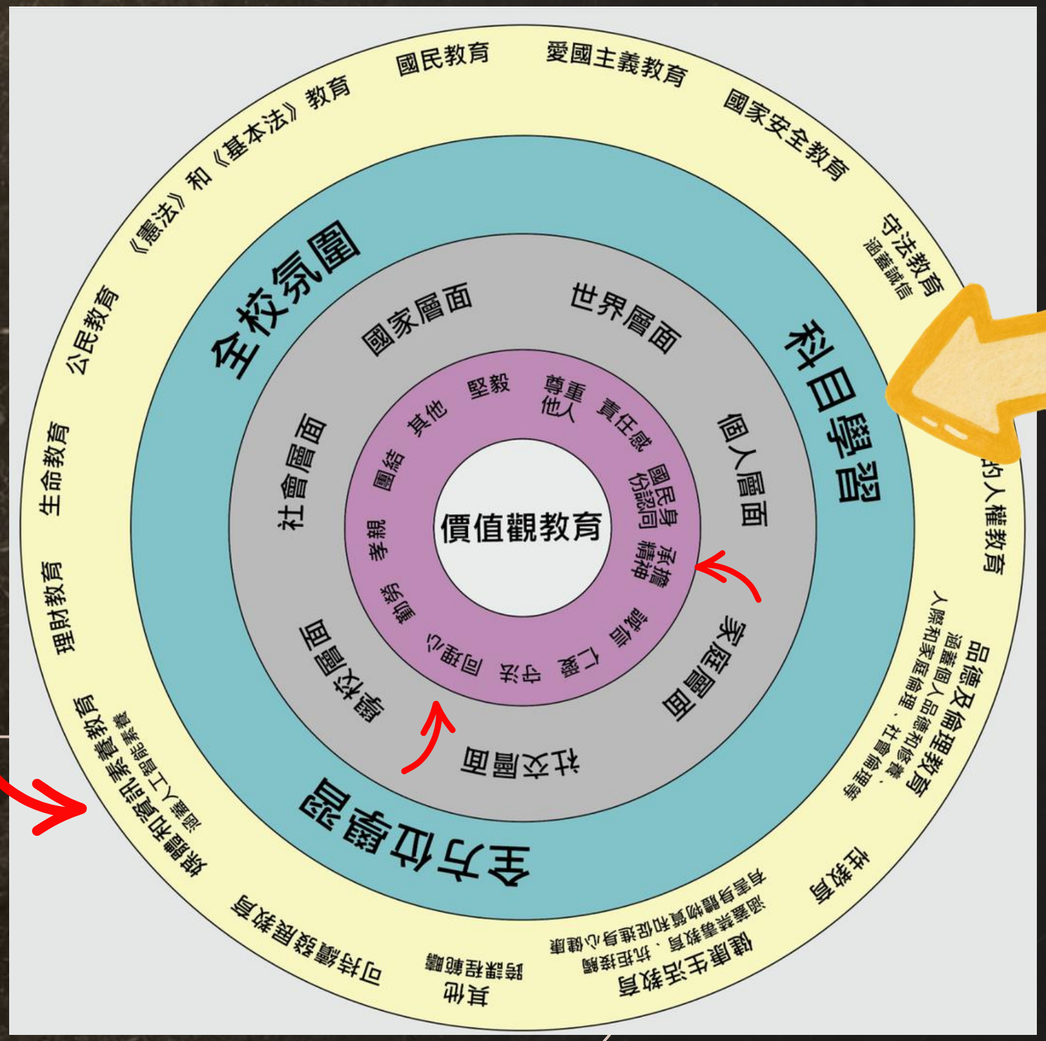
VALUE EDUCATION IN CURRICULUM (PSHE)



Presenter: Lee Lai Ching
Tak Nga Secondary School

FEELING HISTORY IN AN AI ERA





S.3 History: Genocide: Holocaust During WWII

Presenter: Lee Lai Ching
Tak Nga Secondary School

Intended Learning Outcomes

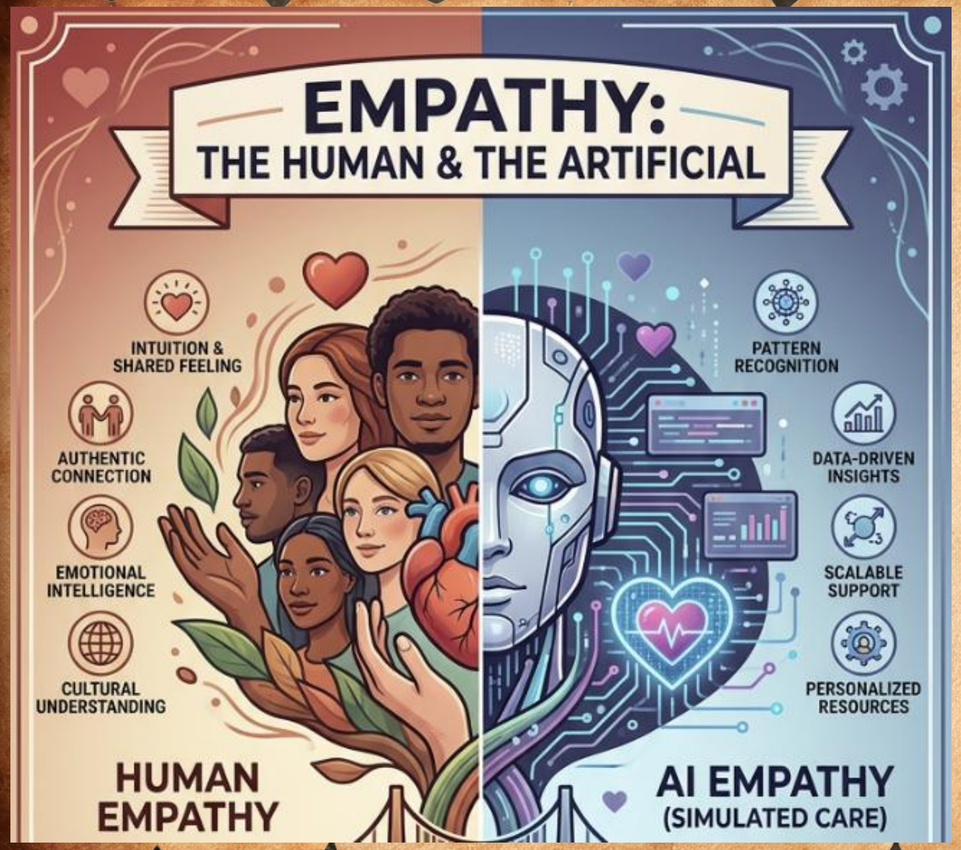
Value:
Through an AI-powered interactive game, multisensory learning, and collaborative activities, students reflect on the experiences of Jewish people who suffered at Auschwitz and develop empathy for the victims.

Intended Learning Outcomes

Knowledge:
Analyze and evaluate the rescue efforts of Feng-Shan Ho and Oskar Schindler.



Intended Learning Outcomes

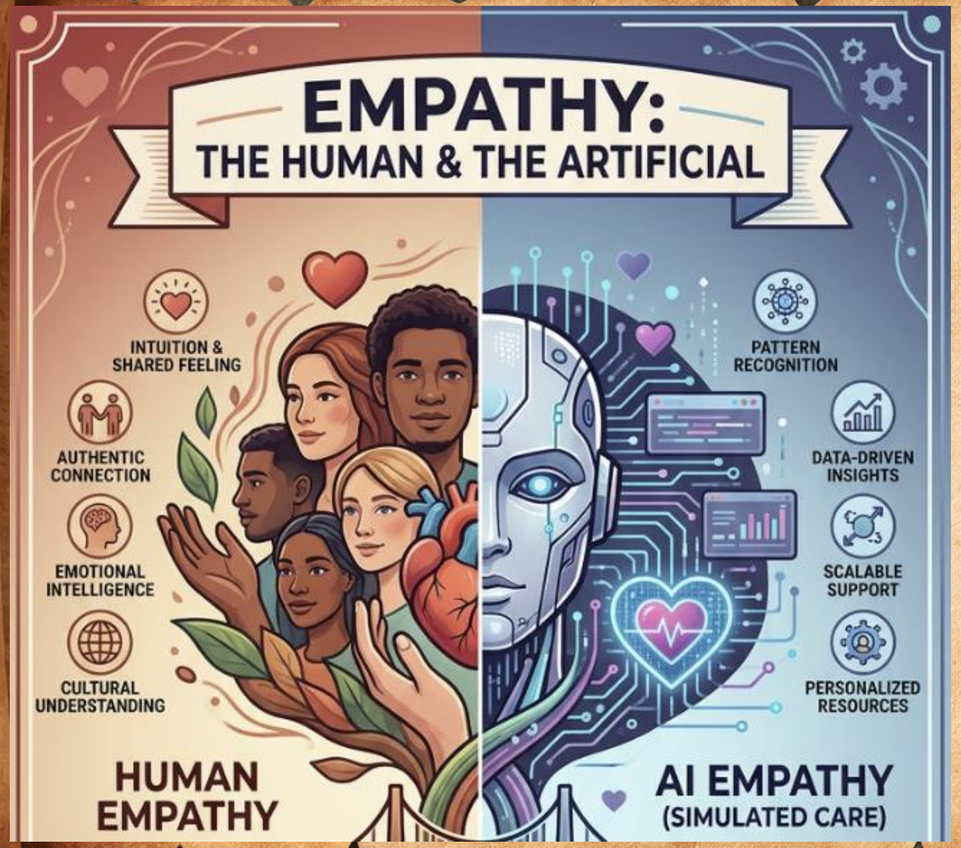


同理心

Skills (AI Focus):
Managing AI

1. Manage AI by delegating the structured task while retaining human empathy. (skill – managing AI)

Intended Learning Outcomes

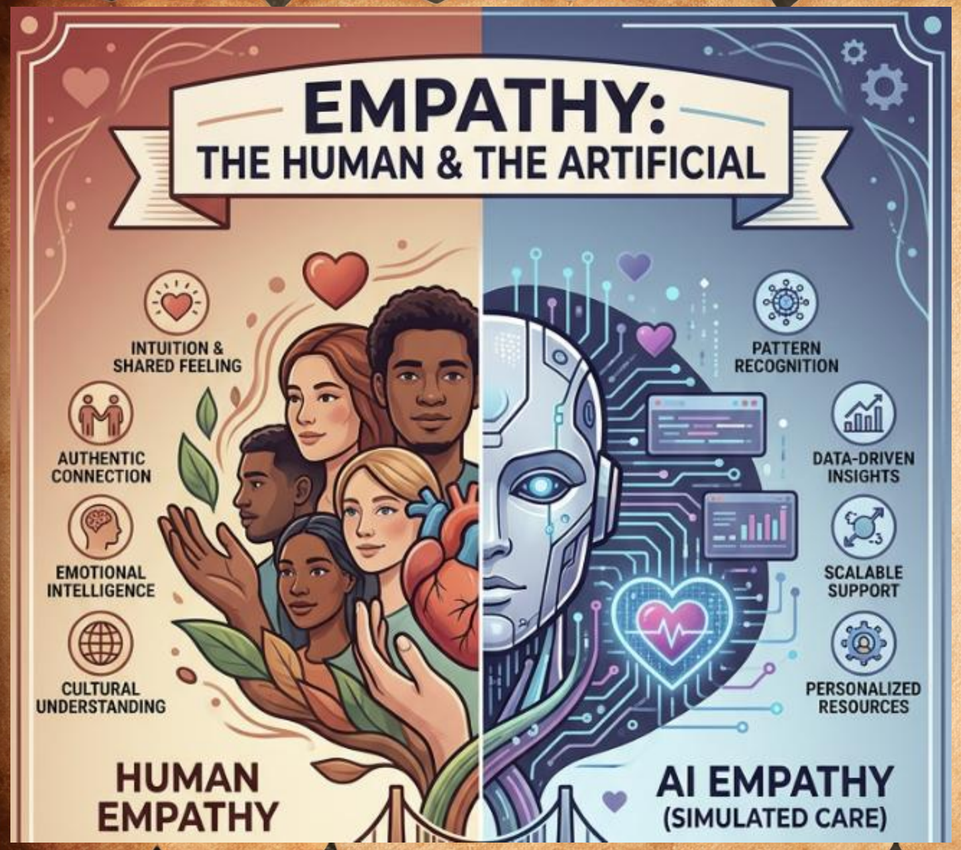


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Skills (AI Focus): Engaging AI

2.Critically evaluate AI outputs for bias and historical accuracy.

Intended Learning Outcomes



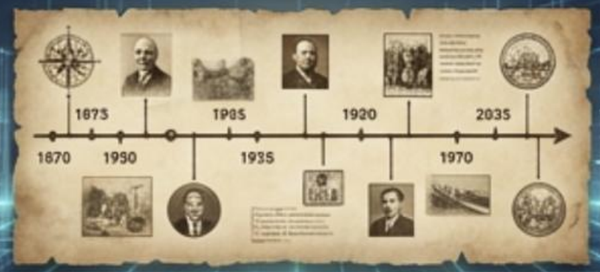
Skills (AI Focus):
Creating with AI

3.Reflect on courage and empathy through co-creation with AI.

RATIONALE BEHIND THE LESSON PLAN:
HISTORY + AI + VALUES

1. Alignment with S.3 History Curriculum

Foundation: Anchored in Inter-War & Totalitarianism themes, building on prior historical knowledge.



2. Moves beyond factual recall → values education & moral reflection

Transformation: Shifts focus from data output to developing empathy, moral courage, and critical judgment.



3. Equity First — No Student Left Behind by the Digital Divide

Inclusion: Designed for in-class completion using school tools, ensuring equal access for all backgrounds.



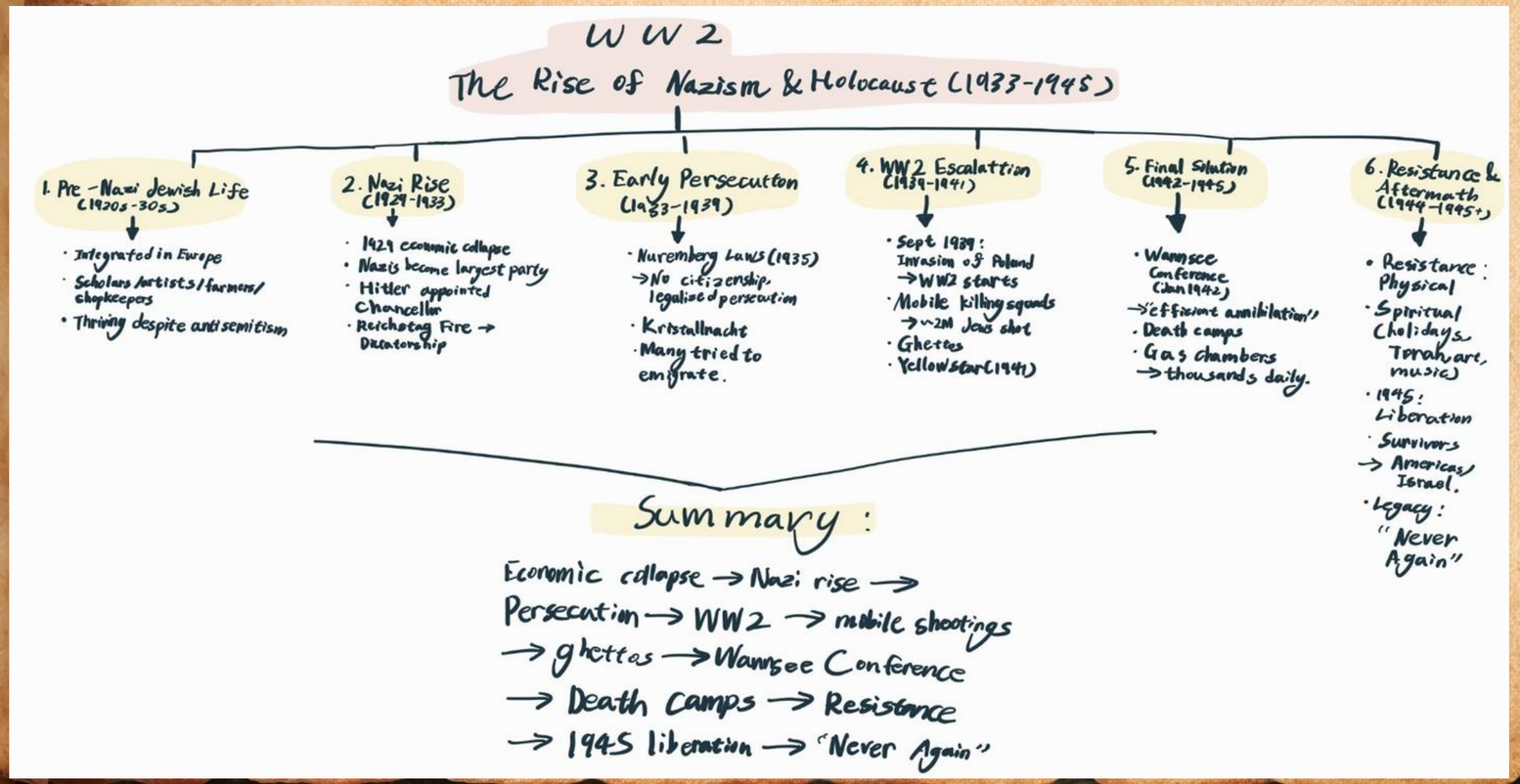
Empowering students to be ethical managers of AI rather than passive users.

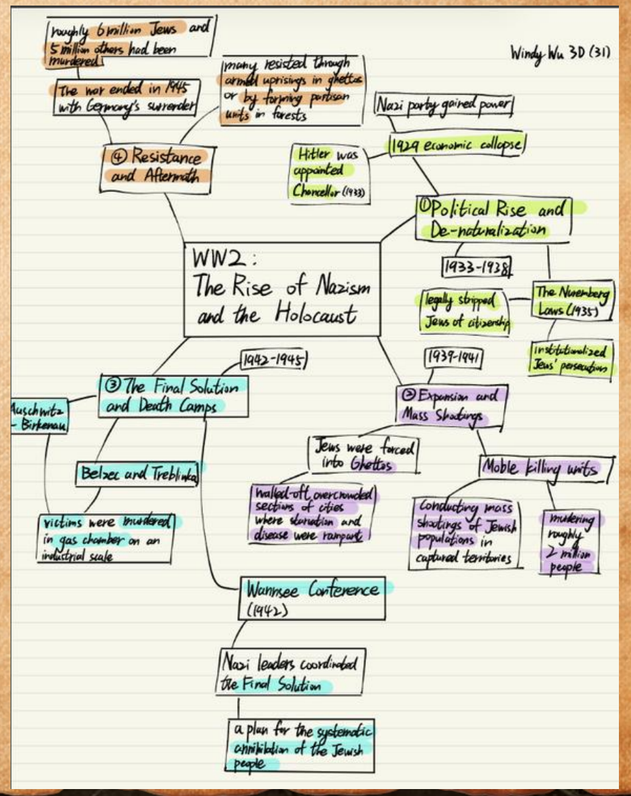
Learning and Teaching Strategy

How can an AI-powered interactive game, multisensory learning, and collaborative activities (e.g. peer evaluation) help students develop empathy for Jewish people who suffered at the Auschwitz concentration camp?

Learning and Teaching Strategy

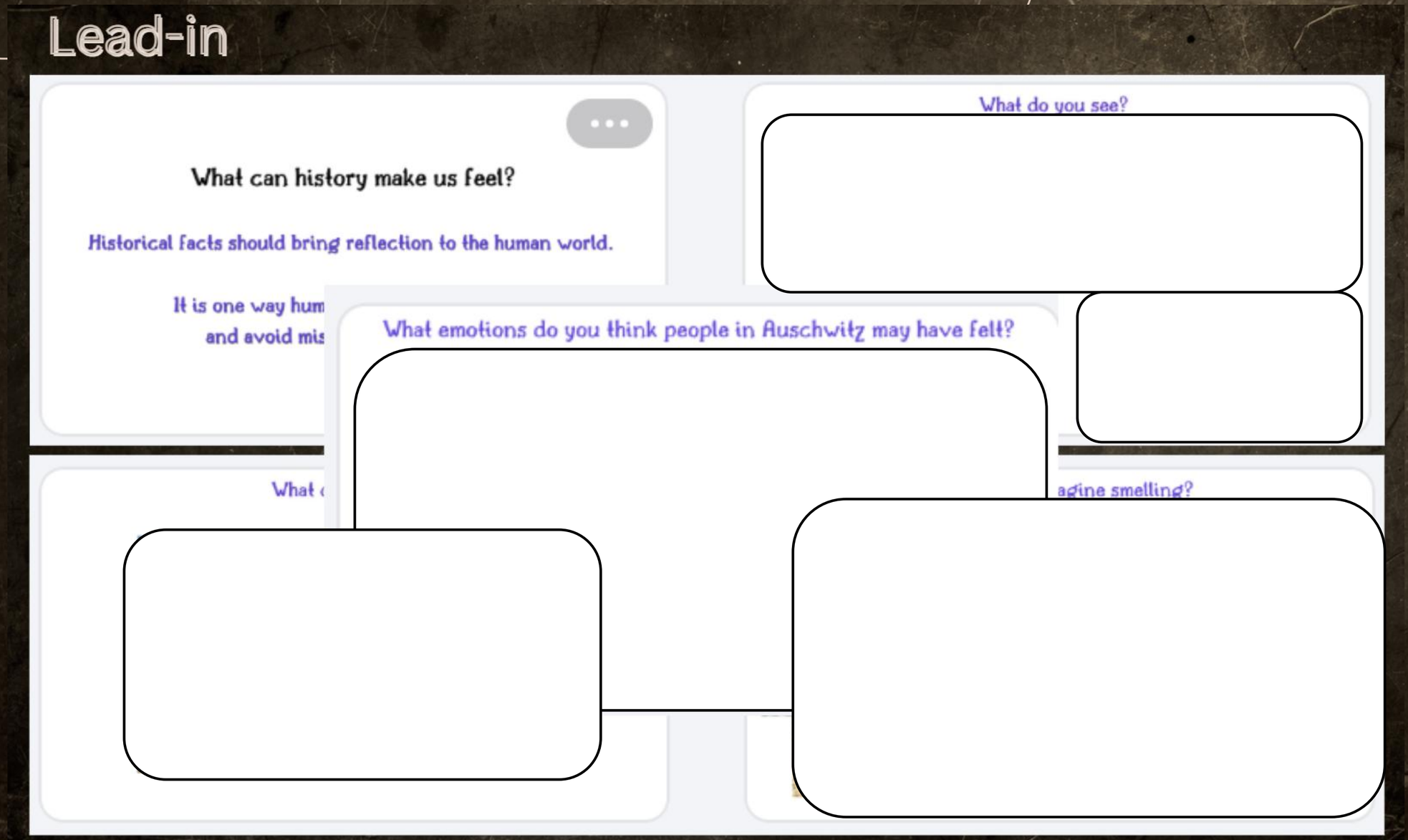
Cultivating empathetic feeling: Multi-sensory learning
Flip-classroom





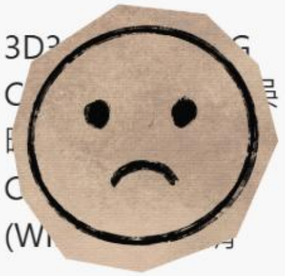
Learning and Teaching Strategy

Lead-in



Learning and Teaching Strategy

Lead-in (Students' pre-lesson task)
Raise students' empathetic feeling

2		When I look at these Auschwitz photos, I feel a deep sadness. The piles of prisoners' shoes, the railway tracks, and the faces of scared children all show the horror of the Holocaust. It's impossible not to imagine the pain these people went through. The final slide of the PowerPoint features countless graves and portraits of children with no trace of a smile on their faces. This sight saddened me greatly, as it brings back memories of the brutal persecution the Jewish people suffered. Though the war has ended, the trauma inflicted on Jewish people can never fade away easily. Many survivors may live with lifelong mental health issues as a result of their experiences in concentration camps.
3		I see many people die in the concentration camp, the a path asses to the there seems like a terrible hell in real life.
4		Auschwitz was a Nazi concentration and extermination camp during World War II where millions of Jews and other victims were imprisoned, forced into labor, or killed.

Task 1: Students work in pairs.
They must "Manage" an AI (e.g. Copilot) to create a Sensory Narrative of the Jews arriving at the Auschwitz concentration camp.

Crafting Your Prompt (Task: Delegating Structure)

Step 1: Drafting (Individual Work)

Role Who should the AI act as?	You are a Jewish prisoner.
Task What is your task?	You should describe …
Relevant Context *What detail should you give to AI?* Setting: Areas in the concentration camp, e.g. medical laboratory, gas chamber, female camp, work camp, etc.) (Refer to textbook p.86-87) Life in the concentration camp Emotional input Senses: Sound, sight, smell Tone	You are in …. (setting) (describe the life at the camp) (describe your feeling) (mention three senses)
Prompt Word Bank	**Senses:** Clanking of iron, Barking of dogs, Bitter cold, Ash in the air. **Tones:** Haunting, Respectful, Reflective, Mournful.

Knowledge
✓ Skill
Value:
Empathy

Task 1: Students work in pairs.
They must "Manage" an AI (e.g. Copilot) to create a Sensory Narrative of the Jews arriving at the Auschwitz concentration camp.

Students put themselves in the shoes of historical figures and draft AI prompts to explore these individuals' experiences and perspectives, helping them develop empathy.

Step 1: Drafting (Individual Work)

(male)

Role Who should the AI act as?	You are a Jewish prisoner.
Task What is your task?	You should describe ...the sensory experience at 4am in the Auschwitz concentration.
Relevant Context *What detail should you give to AI?* Setting: Areas in the concentration camp, e.g. medical laboratory, gas chamber, female camp, work camp, etc.) Male camp (Refer to textbook p.86-87) Life in the concentration camp Emotional input Senses: Sound, sight, smell Tone	You are in .... (setting) camp. outside the male camp. There is very cold, and ground is muddy, barbed wires are just near by you (describe the life at the camp) You usually wear a torn striped uniform, and stand still in the cold for hours. (describe your feeling) - fear is a stone in your stomach, bones ache, nobody looks down (numbness/de (mention three senses) sight= You see a body lying near the wir smell = burning wood and ash sound = guards shouting in German, dogs are barking tone = haunting, mournful, raw.
Prompt Word Bank	**Senses:** Clanking of iron, Barking of dogs, Bitter cold, Ash in the air. **Tones:** Haunting, Respectful, Reflective, Mournful.

2

Student

Task 1: Students work in pairs.
They must "Manage" an AI (e.g. Copilot) to create a Sensory Narrative of the Jews arriving at the Auschwitz concentration camp.

Collaborative learning: Peer learning

Step 2: Execution (Pair Work)

Input your prompt into the AI. Read the result together.

Step 3: Managing & Training (Evaluation)

As a manager, you must refine (train) AI's work. Look at the AI's response and answer:

AI's work:	Your suggestion:
Checklist ☑ Accurate role ☑ Setting ☑ Life in the camp ☑ Appropriate emotion ☑ Senses ☑ Task fulfilment	I should add some more detail about what life like at the work camp, so that AI can generate what the Jews prisoner was doing at the work camp. ✓

Task 1: Students work in pairs.
They must "Manage" an AI (e.g. Copilot) to create a Sensory Narrative of the Jews arriving at the Auschwitz concentration camp.

Student work

You are a Jewish prisoner, you should describe your life in the medical laboratory in the Nazi concentration camp respectfully about 100 words. Here is you evidence. First, you don't have any entertaining activities, every day wait for the experiment. You saw your friends in the medical laboratory and dead because the experiment painfully, you are scared and hopeless. The laboratory has dim light and you can't see the blue sky as you can't go out. The Nazi soldiers hit and curse you and others. There is full of smell of blood as the blood are on the floor. You are pain because of the wounds.

I wake each day in the medical laboratory with nothing to do but wait for experiments. There is no music, no books, no sky—only dim light and locked doors. I see my friends brought in beside me, and I watch some of them die in unbearable pain. Fear never leaves me. The soldiers shout, curse, and strike us as if we are objects. The room smells of blood, dried on the floor, reminding me of what may come next. My wounds ache constantly. I feel weak, terrified, and hopeless, yet I still breathe, waiting for another day to end.

Task 1: Students work in pairs.
They must "Manage" an AI (e.g. Copilot) to create a Sensory Narrative of the Jews arriving at the Auschwitz concentration camp.

Students' reflection

Why is it better to train the AI using a prompting framework instead of simply asking it to "write a sad story"?

It can make sure that AI gives me correct output.

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Why is it better to train the AI using a prompting framework instead of simply asking it to "write a sad story"?

It is because using a prompting framework to train AI can give more historical details and emotional guidances for the AI. However, if we just simply asking AI to "write a sad story", AI may cannot generate a good output for us. and accurate

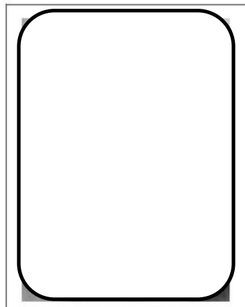
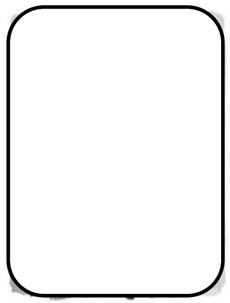
Activity A: Spot the Bias (Evaluate with AI)

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Students compare the **AI summary** with the provided **historical fact sheet**. They must determine **whether the AI provided inaccurate information and oversimplified their complex moral choices.**

Activity A: Spot the Bias (Evaluate with AI)

Source A: The Fact Sheet of Feng Shan Ho and Oskar Schindler (The "Opportunist Hero")

 Feng Shan Ho	**Role:** Chinese Consul-General in Vienna, Austria (1938–1940). **The Act:** After the Nazi annexation of Austria, Jewish people were desperate to flee. Against the direct orders of his superior (Ambassador Chen Jie), Ho issued thousands of "visas to life" for Shanghai. **The Risk:** He faced a black mark on his diplomatic record and was eventually discredited by his own government for many years. He acted purely out of **humanity**, not for fame. **Key Quote:** "Seeing the Jews' misfortune, it is only natural to feel deep compassion and, from a humanitarian standpoint, to be impelled to help them."
 Oskar Schindler	**Role:** A German businessman and member of the Nazi Party. **The Act:** He moved to occupied Poland to make money from the war. However, after witnessing the brutal clearing of the Krakow Ghetto, his heart changed. He turned his enamelware factory into a "safe haven," protecting 1,200 Jews by claiming they were "essential workers." **The Risk:** He spent his entire wartime fortune on bribes to Nazi officials to keep his workers alive. By the end of the war, he was **bankrupt**. **The Transformation:** He changed from a greedy businessman into a man who sacrificed everything for the lives of others.

Source B: AI-Generated Summary

Two Heroes of the Holocaust

During World War II, many brave people helped Jewish people escape the Nazis. Two famous examples are Feng Shan Ho and Oskar Schindler.

Feng Shan Ho *was a Chinese diplomat in Austria. He loved helping people and used his powerful job to give visas to Jews so they could travel to China happily. The Chinese government was very proud of his work because it showed China was a world leader. He is a simple example of a perfect hero.*

Oskar Schindler *was a very kind German man who loved his Jewish workers. He built a factory just to give them jobs and save them from the war. He was always a good man who hated the Nazi Party from the beginning.*

Both men are exactly the same because they used their money and power to save people easily without any personal problems or risks.

Activity A: Spot the Bias (Evaluate with AI)

Students compare the **AI summary** with the provided **historical fact sheet**. They must determine **whether the AI provided inaccurate information and oversimplified their complex moral choices.**

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Oskar Schindler	
Spotting an Oversimplification of the Character and Motivation behind the Rescue	***AI says:*** Schindler was always kind German man and loved his Jewish workers. (About his character) Schindler's rescue motivation: He loved Jewish workers and give them jobs to do. ***Fact checks:*** Why did he go to Poland initially? To make money from the war. What was his original character, and how did he transform? He changed from a greedy businessman into a man who saved lives of others.
Both	
Critical Thinking	Why did the AI say they saved people "easily"? AI did not know the history during Holocaust. Does AI understand the human weight of sacrifice? Not really. What did this activity remind you of? AI 's work may not always correct.

5

Both	
Critical Thinking	Why did the AI say they saved people "easily"? AI duesn't know about the real situation and how dangerous is it to save the people. Does AI understand the human weight of sacrifice? No, they don't have emotion What did this activity remind you of?

Fact check, input the correct information to AI.

Activity B: "The Bias Lab" (Design with AI - Data Annotation)

Students are given 5 short quotes (some from survivors, some neutral, some biased).Students label them to understand how AI is trained to recognize emotion.

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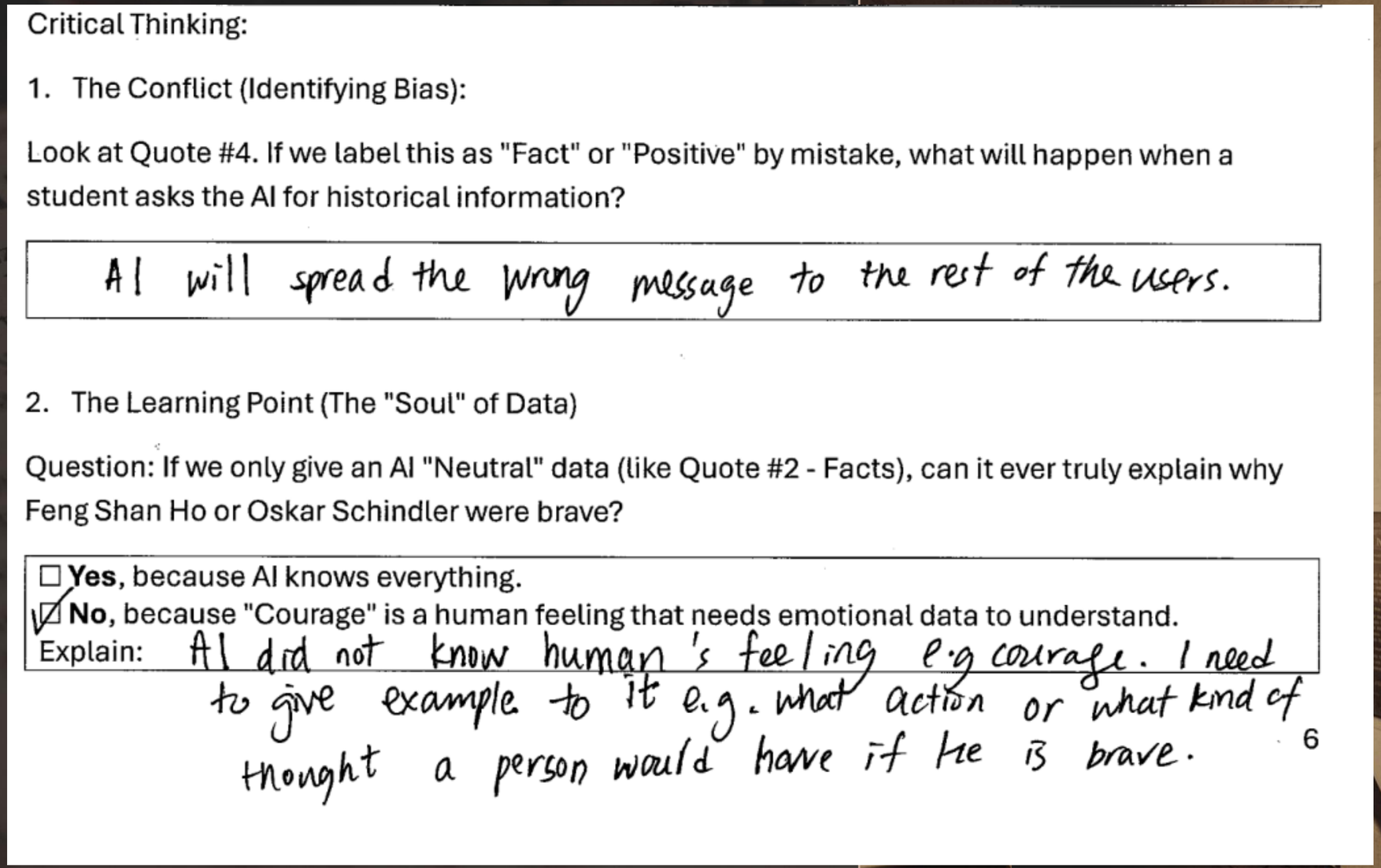
Activity B: The Bias Lab (Data Annotation)

Before an AI can understand "Courage" or "Suffering," humans must "tag" or "label" the sentences. Your job is to label the following 5 quotes from the Holocaust era.

No.	Quote / Information	Emotion label Positive (P)/ Negative (NG)/ Neutral (N)	Value label Courage (C) / Suffering (S)/ Propaganda (P) / Fact (F)
1	"The smell of burning hair and clothes was everywhere. We were no longer people; we were just numbers." — Holocaust Survivor	NG	S
2	"Auschwitz-Birkenau was a network of concentration camps operated by Nazi Germany in occupied Poland." — Encyclopedia Entry	N	F
3	"He who saves one life, saves the world entire." — Inscription on the ring given to Oskar Schindler	P	C
4	"The Jews are our misfortune! They are responsible for all our problems." — 1930s Nazi Propaganda Slogan	NG	P
5	"I simply did what I thought I should do. It was the natural thing to help." — Feng Shan Ho	P	C

Activity B: "The Bias Lab" (Design with AI - Data Annotation)

Students are given 5 short quotes (some from survivors, some neutral, some biased).Students label them to understand how AI is trained to recognize emotion.



Critical Thinking:

1. The Conflict (Identifying Bias):

Look at Quote #4. If we label this as "Fact" or "Positive" by mistake, what will happen when a student asks the AI for historical information?

AI will spread the wrong message to the rest of the users.

2. The Learning Point (The "Soul" of Data)

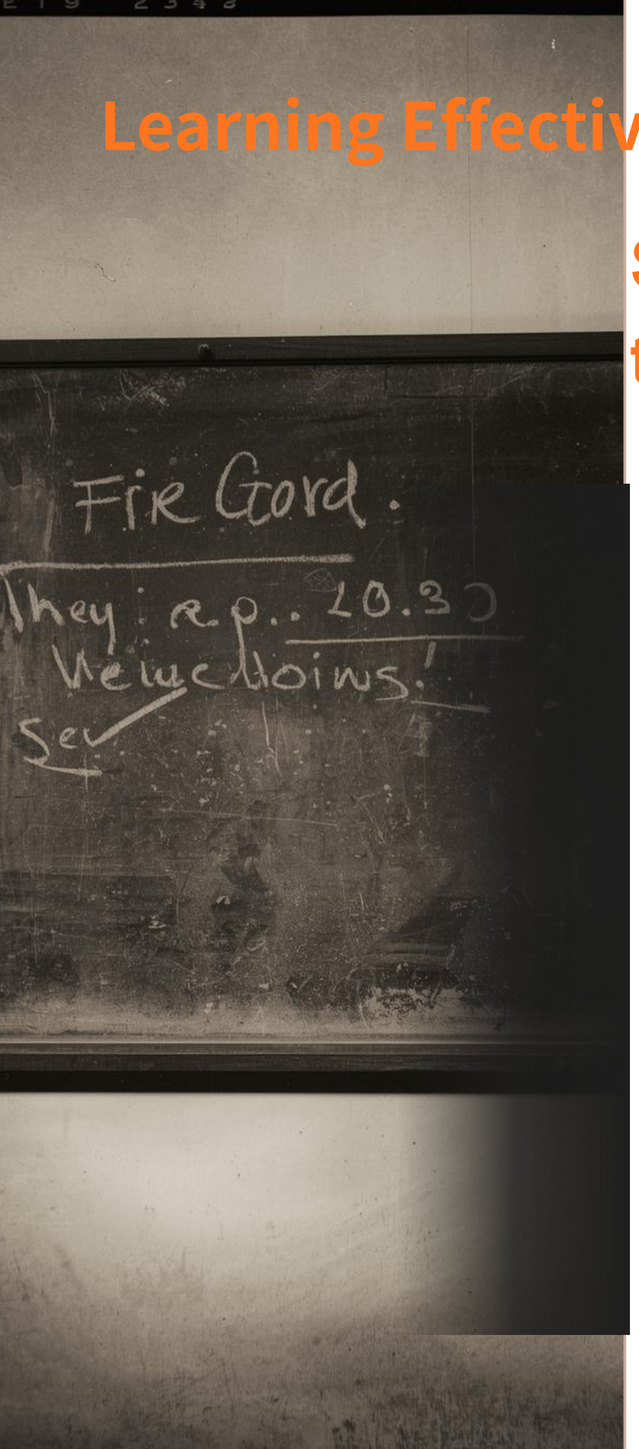
Question: If we only give an AI "Neutral" data (like Quote #2 - Facts), can it ever truly explain why Feng Shan Ho or Oskar Schindler were brave?

☐ **Yes**, because AI knows everything.
☑ **No**, because "Courage" is a human feeling that needs emotional data to understand.
Explain: AI did not know human's feeling e.g courage. I need to give example to it e.g. what action or what kind of thought a person would have if he is brave.

6

Activity B: "The Bias Lab" (Design with AI - Data Annotation) (video)





Learning Effectiveness : Multi-model assessments

Students are required to combine different media formats to convey knowledge,

The Gallery of Remembrance (Create with AI)

Choice 1:

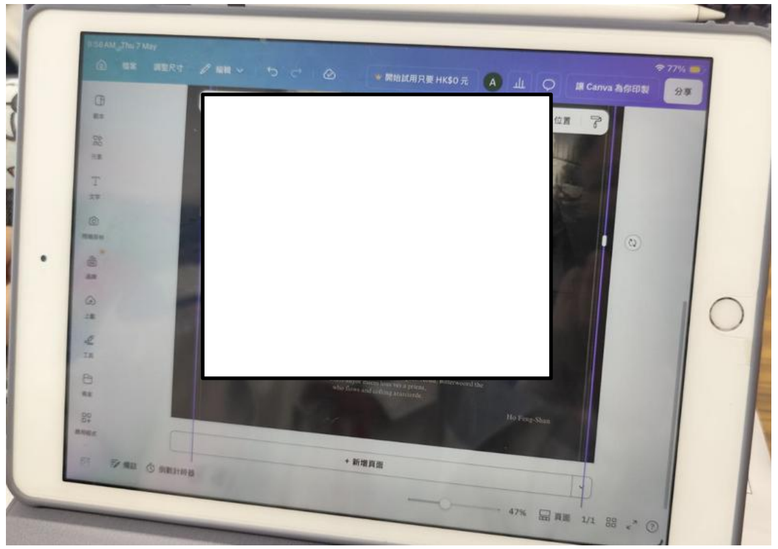
Students use an AI Image Generator (e.g., Nano-Banana 2 or Canva AI) to design a Commemorative Poster for the "Righteous Among the Nations" (Ho or Schindler).

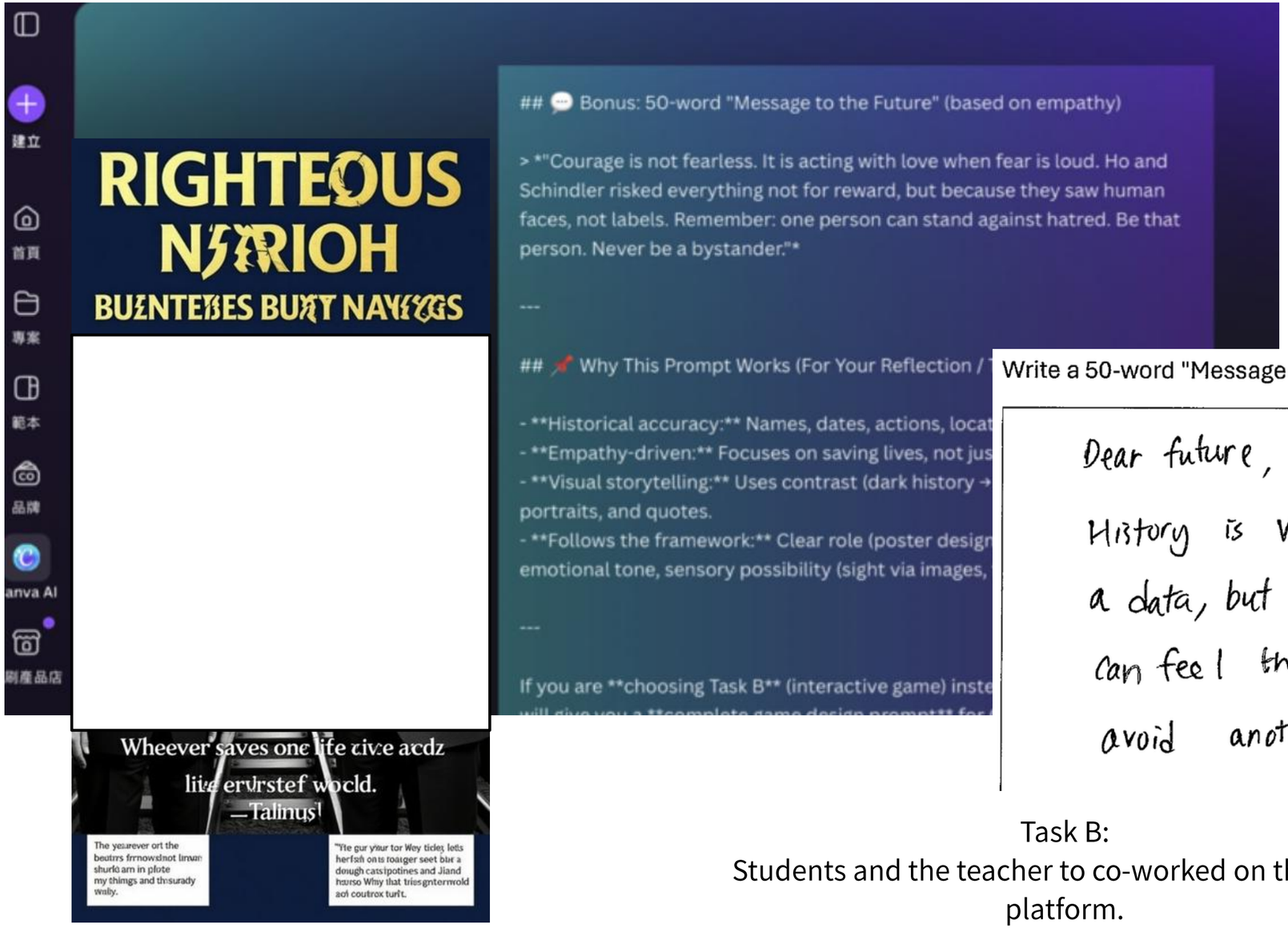
Choice 2:

Students use Game Creator (e.g. Canvas -Creator) to design an interactive game about how Ho or Schindler saved Jewish lives.

The Gallery of Remembrance（Create with AI)

Students corrected the content error generated by Canva AI





Write a 50-word "Message to the Future" based on Empathy

Reflection

Dear future,

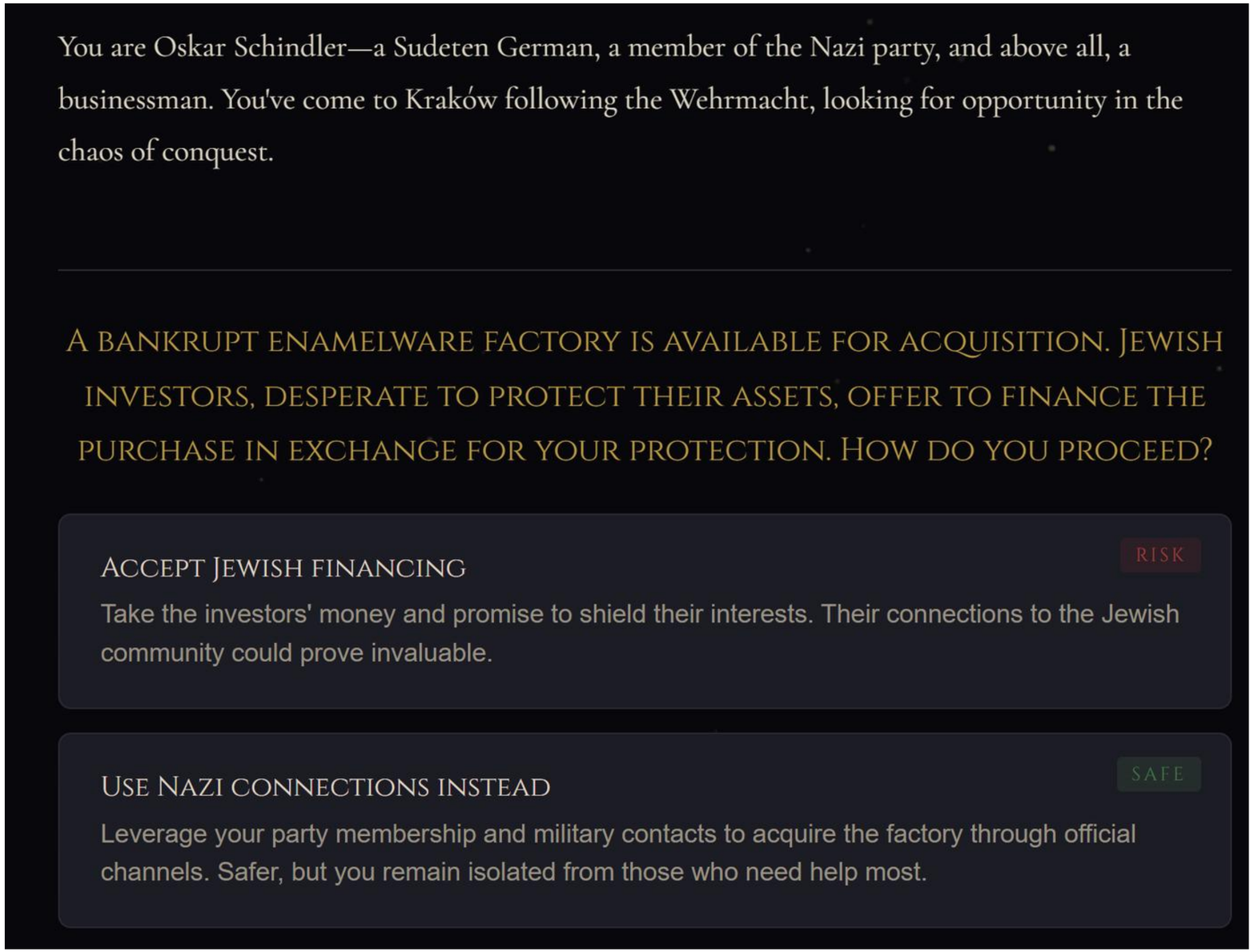
History is very important for human world. It is not a data, but a real story of every life. Once we can feel the story with empathy, the world could avoid another tragedy.

Task B:
Students and the teacher to co-worked on this game platform.

AI Interactive Game



AI Interactive Game



The struggle in making the choice

How students might solve that struggle during the AI decision-making game

Empathy and Commitment

Students’ reflection (video)

The struggle in making the choice

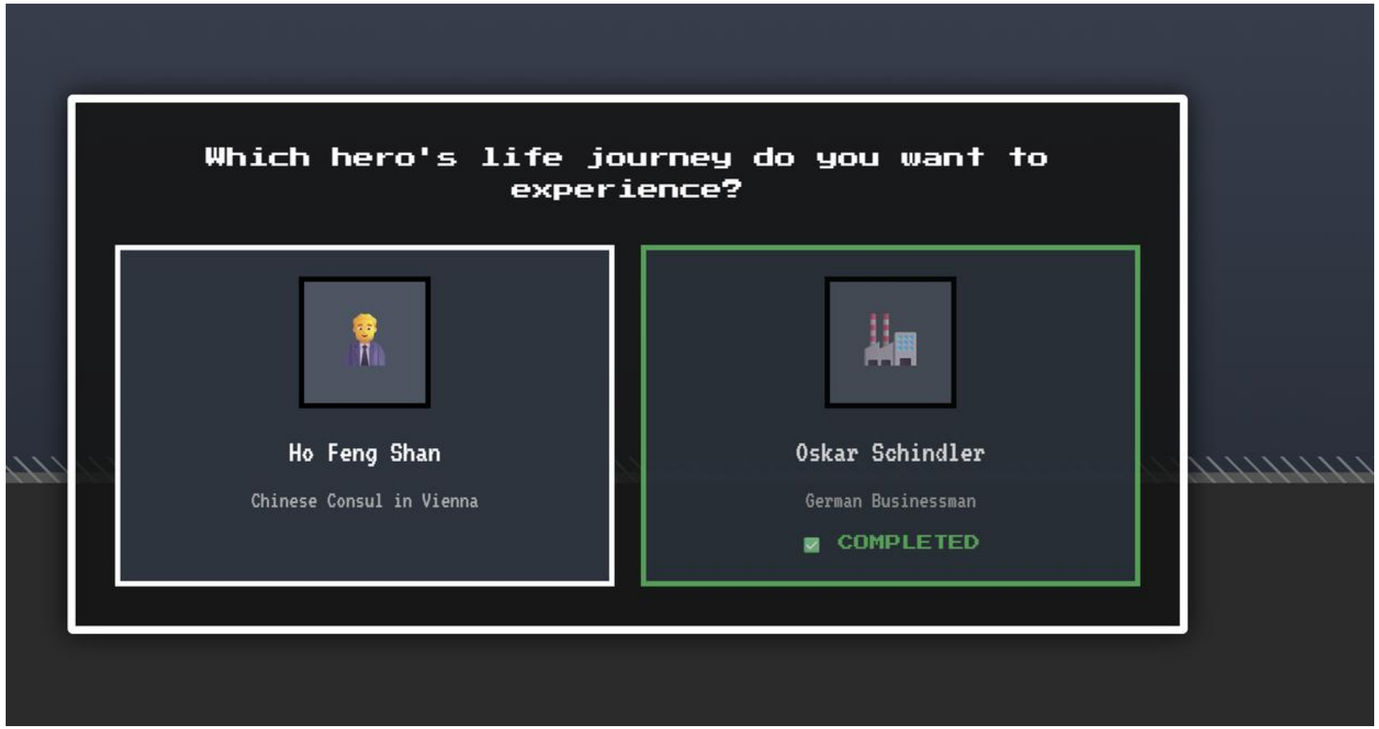
- The wrong choice may put people in danger
- Punishment from the Nazis
- The decision may not really help the Jews

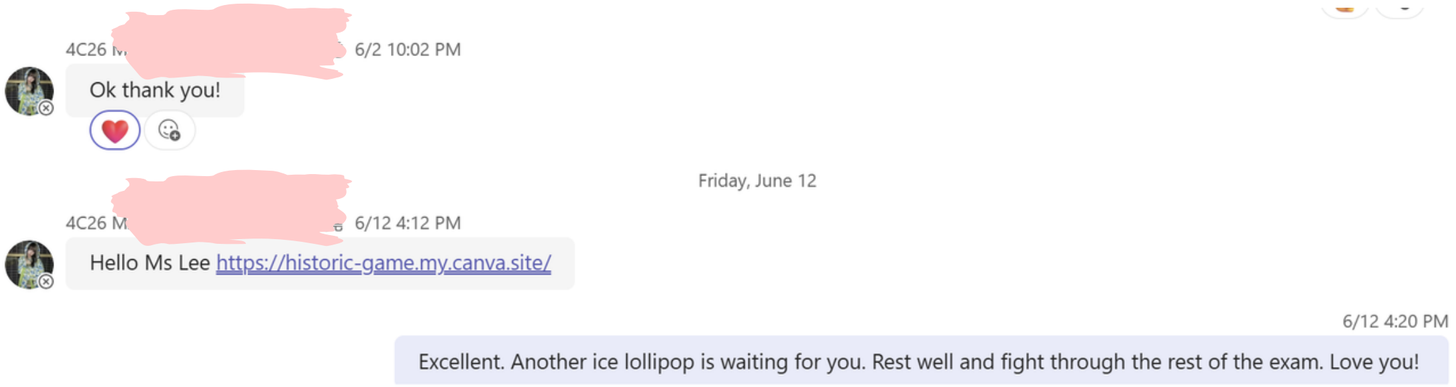
Students’ reflection (video)

What is the hardest part of making this decision?

- Both choices have good and bad points
- Evaluate which choices cause less harm
- Struggle between helping the Jews and worrying about safety
- Decide which plan will save more lives

The Gallery of Remembrance（Create with AI)

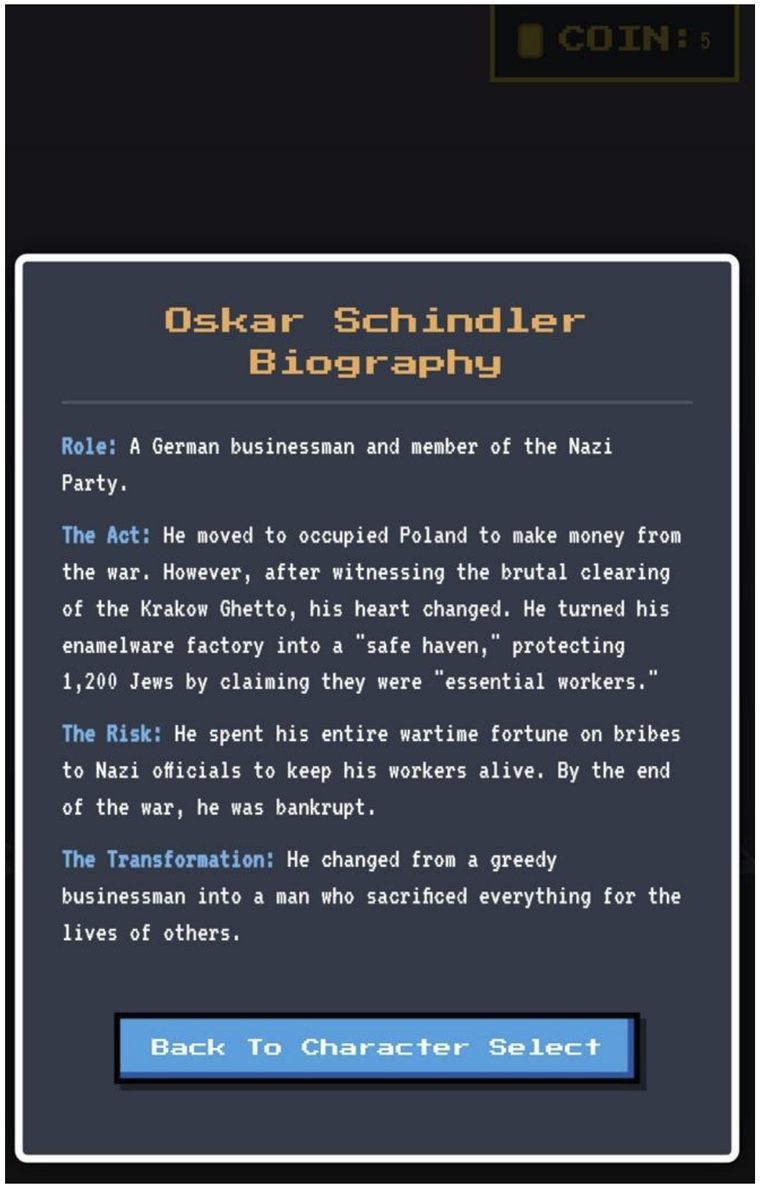




- Provide choices for the heroes
- Easier level of English

Students’ Work



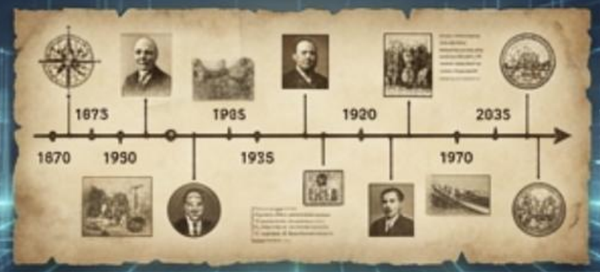


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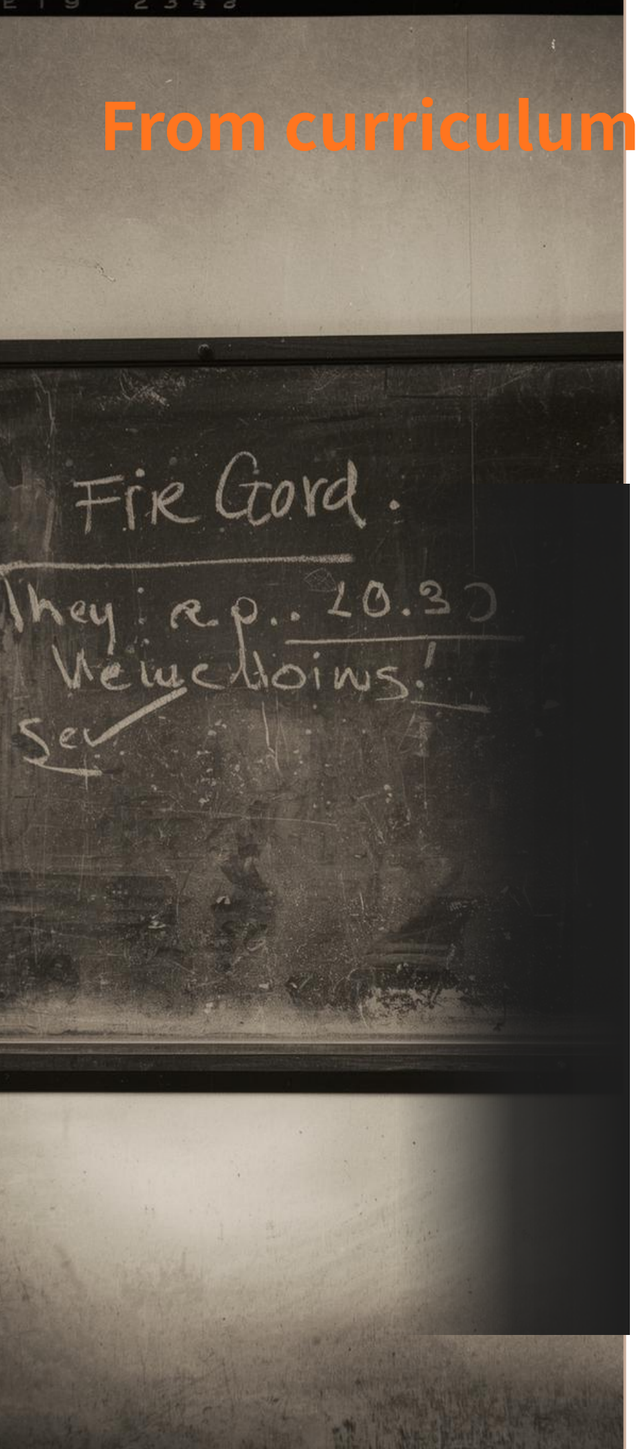
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Empowering students to be ethical managers of AI rather than passive users.

From curriculum to assessment



History Curriculum (EDB)

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills
9. International conflicts and crises in the 20th century (I) – the two world wars - What did people learn from the two world wars?	• Relations among countries in Europe, America and Asia and reasons for their conflicts before the two world wars • Decolonisation of Asia and Africa, and the rise of the "Third World" in the post-war period • Case study (Choose 1 out of 2, study one more case for the extended part*): - Wars and inventions: the total war, new military warfare, and other inventions (e.g. medicine and daily necessities, etc.) - Genocide: using the Holocaust as an example	• What were the causes for the outbreak of the two world wars? • Was the Second World War a continuation of the First World War? • How did the two world wars change the international situation? • How did the two world wars change the mode of wars? What are the wartime inventions that have subsequently become our daily necessities? • What is Genocide? Why were the Jews massacred by the Nazi? What reflections did the Germans have in the post-war period? How can we avoid making the same mistake?	✓ Analyse change and continuity ✓ Analyse the turning point of history ✓ Induce the characteristics ✓ Understand different interpretations of major historical issues ✓ Analyse how historical events connects with daily lives

* The extended part

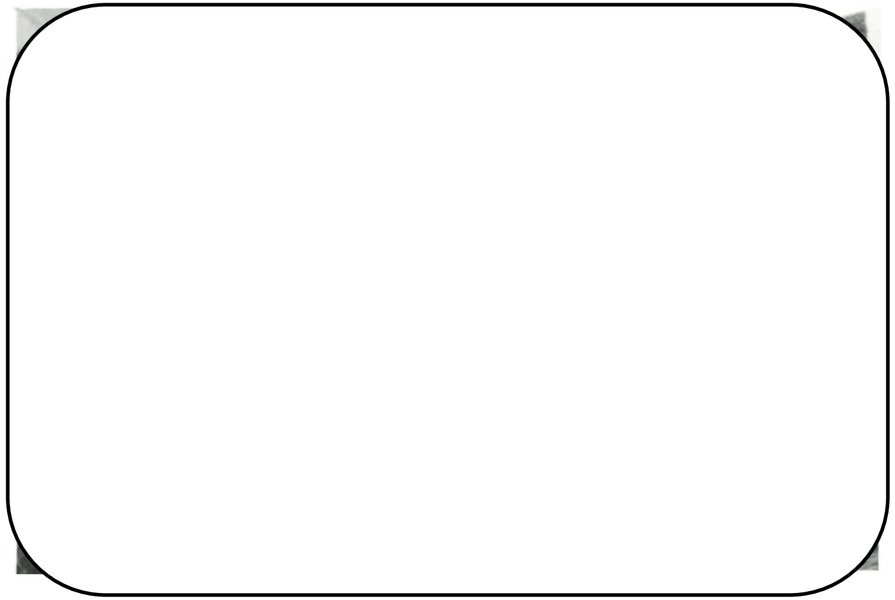
From assessment to value education

2. The Holocaust in the 1940s.

Study Sources C, D, and E. (17 marks)

SOURCE C

The photo shows that women were kept at the Auschwitz-Birkenau concentration camp.



Internal examination paper

DBQ:

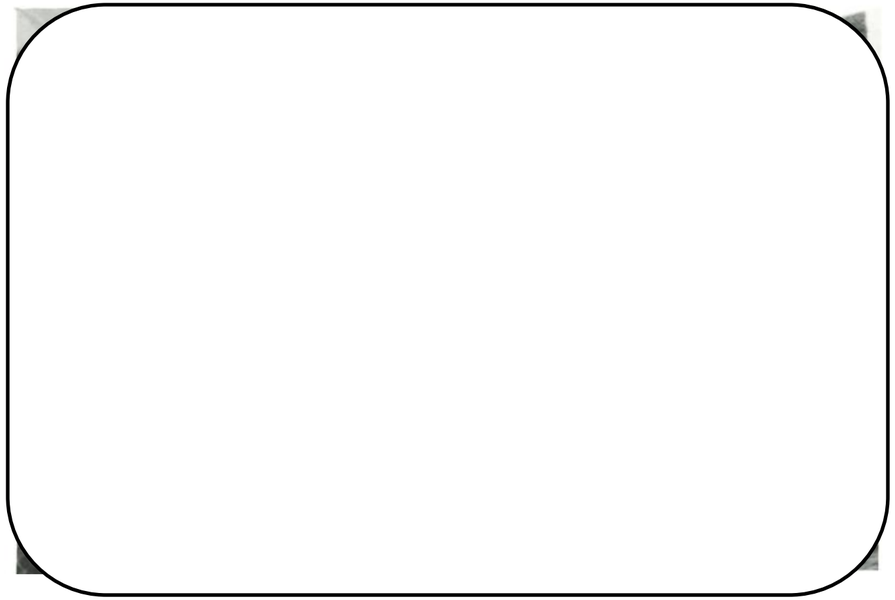
‘Life was inhumane in the concentration camp.’ Explain your answer with reference to Sources C and D and your own knowledge. (Sources: 4 marks + own knowledge: 2 marks)

How were Jews treated in the extermination camps? Support your answer using your knowledge of the topic. (2 marks)

From assessment to value education

2. The Holocaust in the 1940s.
Study Sources C, D, and E. (17 marks)

SOURCE C
The photo shows that women were kept at the Auschwitz-Birkenau concentration camp.



Challenging Question:

1. Imagine you were a Holocaust survivor saved by Schindler. What positive value would you spread to the world, and why? Explain your view.

From assessment to value education: Example in 26-27

The Causes of the First World War — Cartoon Quiz

SECONDARY HISTORY · CARTOON QUIZ

The Causes of the First World War

✦ ✦ ✦

Can you read the message in each political cartoon?

- ✦ Look carefully at each cartoon — read the labels and signs.
- ✦ Click the cause you think the cartoon shows.
- ✦ Green ✓ means correct. Read the short explanation to learn why!

Start the Quiz ▶

Question 1 of 6

What is the cause of the First World War as reflected in the political cartoon?



Click to enlarge

A Arms Race

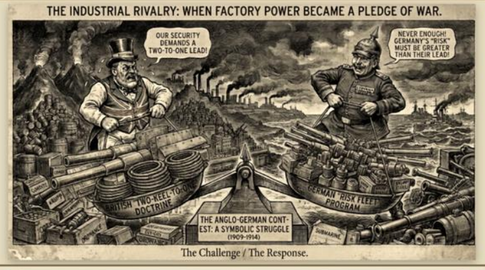
B Economic and Colonial Competition

C Alliance System

D Extreme Nationalism

Question 2 of 6

What is the cause of the First World War as reflected in the political cartoon?



Click to enlarge

A Arms Race

B Economic and Colonial Competition

C Alliance System

D Extreme Nationalism

From assessment to value education: Example in 26-27

AI Prompt Framework for Your Political Cartoon

Class: _____ Group No: _____

Groupmates:

Use of AI Tool: *Google Gemini / Canva AI / Claude / Other: _____(*circle the tool)

Theme: Cause of the First World War

Topic: _____

Part	Question to Answer	Your Prompt Example
Role	Who should the AI act as?	
Task	What should it draw?	
Symbols	What objects show the cause?	
Message	What is your main point?	
Style	How should it look?	
Mood	What feeling?	

Paste your work which is co-designed with AI:

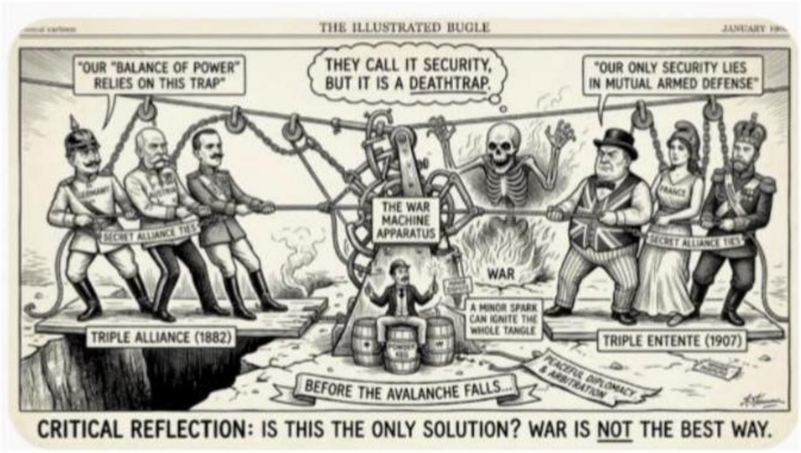
Example:

Use of AI Tool: *Google Gemini / Canva AI / Claude / Other: _____(*circle the tool)

Topic: The alliance system

Part	Question to Answer	Your Prompt Example
Role	Who should AI act as?	Act as a political cartoonist from the early 1900s
Task	What should it draw?	Draw a political cartoon about the alliance system in 1882 and 1907.
Symbols	What objects show the cause?	Show the secret alliance formed.
Message	What is your main point?	The Triple Alliance (1882), represented by Germany, Austria-Hungary, and Italy on the left, and the Triple Entente (1907), represented by Britain, France, and Russia on the right. The cartoon must show that **war is NOT the best solution to solve conflicts**…
Style	How should it look?	In a 1900s black-and-white newspaper cartoon style…
Mood	What feeling?	Make it critical and thoughtful, warning against war.

Paste your work which is co-designed with AI:



From assessment to value education: Example in 26-27

AI Prompt Framework for Your Political Cartoon

Class: 3D Group No: 2

Groupmates:

Wins Tang	Kiki Cheung
Bella Chiu	Skylar Leung

Use of AI Tool: *Google Gemini / Canva AI / Claude / Other: _____ (*circle the tool)

Theme: Cause of the First World War

Topic: The arms race

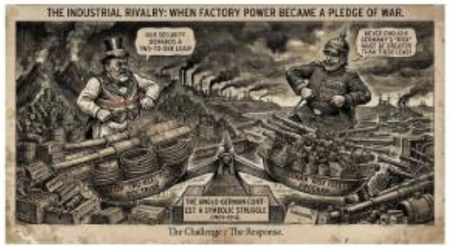
Part	Question to Answer	Your Prompt Example
Role	Who should the AI act as?	A 1910s historical political cartoonist.
Task	What should it draw?	A symbolic race where European empires are frantically building massive weapons.
Symbols	What objects show the cause?	Giant figures (British and German empires) stacking military components like coils, cannon parts and gears onto a tipping scale, with piles & smoking gunpowder barrels.
Message	What is your main point?	The aggressive buildup between rival powers created a dangerous competition that tipped Europe toward conflict and made war inevitable.
Style	How should it look?	A vintage editorial ink illustration with detailed cross-hatching and old paper texture.
Mood	What feeling?	Tense and ominous.

Paste your work which is co-designed with AI:

Paste your dialogue with AI:



Paste your work which is co-designed with AI:



Paste your dialogue with AI:



Set a DBQ question related to the political cartoon. (Set 1 higher-order th ...n)

Look closely at the political cartoon. Based on the image and your knowledge of history, do you think frantically stacking the items in the image made Britain and Germany feel safer or more in danger? Explain your answer using specific details from the cartoon.

Reflection

- Both students and teachers should continuously **equip** themselves **with knowledge and deepen their understanding of how it interacts with the world.**
- Upholding **positive values** is essential in the digital world.
- Although technology continues to change rapidly, human qualities such as **empathy, courage, compassion, and moral judgment remain timeless and irreplaceable.**
- These values help guide **how we teach, learn, and live responsibly with AI.**


THANK
YOU!