

Gifted Education School Network 2022/23
KLA/ Cluster: English Language (Secondary)
Lesson Design

Acknowledgement: This lesson example was adapted from the tryout at Kau Yan College

Level	Secondary 2
Topic	ChatGPT – Writing a Letter to the Editor
Duration	80 minutes
Learning objectives	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ✧ To identify key terms related to ChatGPT and AI tools ✧ To understand the pros and cons of using ChatGPT in schools from different stakeholder perspectives ✧ To recognise the structure of a letter to the editor ✧ To recognise the structure of a body paragraph <p><u>Skill</u></p> <ul style="list-style-type: none"> ✧ To collaborate effectively in expert groups to generate ideas and come to consensus ✧ To apply critical thinking and problem-solving skills to make informed decisions <p><u>Attitude</u></p> <ul style="list-style-type: none"> ✧ To develop an open-minded attitude towards new technologies such as ChatGPT ✧ To appreciate the importance of considering different perspectives and working collaboratively to make informed decisions ✧ To recognize the value of effective and collaborative communication in expressing ideas and opinions <p><u>Values education</u></p> <ul style="list-style-type: none"> ✧ To foster information and technology literacy in terms of use of modern technology ✧ To consider ethics and integrity when using modern technology
Prior knowledge of students	<ul style="list-style-type: none"> ✧ Students should have basic knowledge of the structure of a letter to the editor. They should also have a basic understanding of AI and its usage
Differentiated	<ul style="list-style-type: none"> ✧ Expert groups: students will work in small groups based on their

instructional strategies deployed	<p>stakeholder perspective to generate ideas and come to a consensus.</p> <ul style="list-style-type: none"> ✧ Tiered questioning: Teachers will use different levels of questions to challenge students at their respective levels. ✧
Core elements of gifted education	<ul style="list-style-type: none"> ✧ Higher-order thinking ✧ Personal-social competence ✧
Materials/ resources	<ul style="list-style-type: none"> ✧ Reading materials for each stakeholder group *4 (teacher, parent, student, government official) ✧ Handout on the paragraph structure of a letter to the editor ✧ Google Docs Writing task WS *8 ✧ Mentimeter ✧

Activities	Rationale and Tips for Implementation	Resources
<p><u>Lead-in</u> (5-10 minutes)</p> <p>Teacher starts a Mentimeter word cloud, asking students what comes to their mind when they hear the words “ChatGPT”. Students are invited to type three words / phrases that come to mind.</p> <p>Teacher does a demonstration of ChatGPT or Sage on Poe.com. Teacher prompted ChatGPT with Wh-questions related to the topic of ChatGPT and AI, such as:</p> <ul style="list-style-type: none"> ✧ What is ChatGPT? ✧ Who makes ChatGPT? ✧ When was ChatGPT released? ✧ How does ChatGPT work? 	<ul style="list-style-type: none"> ✧ To gather what students already know about the subject and perspectives from students towards the use of ChatGPT ✧ To familiarise students with the concept of AI ✧ To provide an authentic context about the use of ChatGPT ✧ To provide students with a hands-on demonstration of the AI tool 	<ul style="list-style-type: none"> ✧ Mentimeter ✧ ChatGPT or Poe.com

Activities	Rationale and Tips for Implementation	Resources
<p><u>Introduction to ChatGPT and AI</u> (5-10 minutes)</p> <p>Teacher gives a brief introduction about ChatGPT and AI, assuming that students already have some prior knowledge on the topic.</p> <p>Teacher introduces key terms related to AI tools. The terms include “GPT”, “AI”, “conversational AI”, “prompt”, and “corpus”.</p> <p>Teacher encourages students to go home and do more research on the subject and fill in some more essential vocabulary items on the worksheet.</p>	<ul style="list-style-type: none"> ✧ To familiarise students with the current global phenomenon and the latest technological advancement that is affecting the whole world ✧ To provide students with essential vocabulary items related to the topic that are useful in the extended writing task ✧ To encourage the gifted students to use more advanced vocabulary items in their final writing task 	<ul style="list-style-type: none"> ✧ PowerPoint slides ✧ Vocabulary Worksheet (Appendix A)
<p><u>Expert Groups: Reading and Brainstorming</u> (20 minutes)</p> <p>Students are divided into four stakeholder groups: teacher, parent, student, and government official.</p> <p>Each stakeholder group will receive a reading passage (Appendix B) of around 250 to 300 words, which includes both pros and cons for that particular stakeholder perspective.</p> <p>Students read the material and brainstorm ideas with their groupmates.</p> <p>Each group shares their ideas and thoughts with the same groupmates (still</p>	<ul style="list-style-type: none"> ✧ Expert group: To separate students into different stakeholder groups, each group attempts to develop expertise by reading the materials given ✧ To brainstorm ideas ✧ To give students the opportunity to feel more comfortable sharing their thoughts in the same stakeholder group before moving onto a group with different 	<ul style="list-style-type: none"> ✧ Stakeholder reading material Worksheets (Appendix B)

Activities	Rationale and Tips for Implementation	Resources
<p>in their stakeholder group). Each stakeholder group chooses a representative to present at least one argument to the class.</p>	<p>stakeholder perspectives</p>	
<p><u>Regrouping and Consensus Building</u> (15 minutes)</p> <p>Students form new groups consisting of one representative from each stakeholder group (Jigsaw learning).</p> <p>Each new group discusses the ideas presented by the stakeholder groups and comes up with a consensus on whether or not ChatGPT should be allowed in local secondary schools.</p> <p>Each group chooses a representative to present their consensus to the class.</p>	<ul style="list-style-type: none"> ✧ Students will apply critical thinking and problem-solving skills to make informed decisions ✧ To encourage students’ cooperative skills by asking them to reach a consensus ✧ To develop students’ personal-social competence 	<ul style="list-style-type: none"> ✧ Worksheet (Appendix C)
<p><u>Collaborative Writing</u> (15 minutes)</p> <p>Teacher does a quick recap of the structure of a letter to the editor, a text-type that has been taught previously. Teacher reminds students of the structure of a body paragraph using the “O-R-E-O” structure”, in particular.</p> <p>Each group writes one body paragraph of the letter to the editor collaboratively. They should take the role of an ordinary citizen when writing the letter. The writing should summarize the group's consensus and reasons behind their</p>	<ul style="list-style-type: none"> ✧ To prepare for the writing task ✧ To apply critical thinking and problem-solving skills to make informed decisions ✧ To develop a collaborative atmosphere in class 	<ul style="list-style-type: none"> ✧ Google Doc writing task Worksheet

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<p>decision.</p> <p><u>Teacher's Feedback</u> (10 minutes)</p> <p>Teacher shows students' works on the Google Docs on screen and provides feedback. The feedback should mainly focus on the structure of a body paragraph.</p>	<p>✧ To provide students with immediate feedback and to foster understanding</p>	
<p><u>Wrapping up</u> (3 minutes)</p> <p>Teacher emphasises the importance of considering different perspectives and working collaboratively to make informed decisions.</p> <p>Teacher also reminds students of the importance of ethics and integrity when making use of modern technologies.</p> <p>Students should finish the rest of the letter of the editor <i>collaboratively</i> at home. Students are expected to allocate their own time for further discussion.</p>	<p>✧ To extend knowledge acquired in class by completing the writing task at home</p> <p>✧ To foster information literacy</p> <p>✧ To develop students' personal-social competence</p>	<p>✧ Google Doc writing task Worksheet</p>