

Lesson plan

Unit	2. Enhancing Life Competencies and Entrepreneurial Competencies
Lesson	1. AI and Critical Thinking
Recommended language level	A2 - B2

Outcomes
<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> ● check the quality of the given information ● ask informed questions and seek deeper understanding ● apply their analytical skills and critical thinking when using AI
Resources
<ul style="list-style-type: none"> ● Slideshow ● Whiteboard ● Laptops and the Internet (for Activity 2)
Frameworks connections
<p>Cambridge Life Competencies Framework: creative thinking, critical thinking, communication, collaboration, learning to learn, social responsibility</p> <p>Cambridge Employability Skills Framework: collaboration and teamwork, communication, critical thinking and problem-solving, leadership and initiative, self-management and resilience, creativity and innovation</p> <p>SPIRE Framework: setup, perform, inspire, review, empower</p>

Duration	60 minutes (expandable to 90 minutes)	
Overview	Stage	Timing
	Introduction and session objectives	5 min
	Lead-in	5 min
	Critical Thinking in Action	10 min
	Critical Thinking Questions	10 min
	Activity 1 - Actionable insights for the classroom	5 min
	Activity 2 - Practical tasks for the classroom	20 min
	Reflection	5 min

Procedure			
Stage	Aim	Duration	Procedure
1. Let's get ready: What are we doing today? Slide 2	To introduce the theme; to get students interested by doing a warm-up activity.	5 min	The teacher shows the objectives, explains what the lesson will be about and tells the students that they will come back to these questions at the end of the lesson in order to reflect. Warm-up: 20 questions to guess the object/famous person.
2. Lead-in Slide 3	To raise curiosity about the theme by asking questions about the use of AI.	5 min	The teacher asks the following questions (Slide 3). Take a moment and think about a time when one of your students depended too much on an AI tool. How did it affect their learning? Did they use the tool as a crutch or as a way to build their skills? Now, turn to the person next to you and share that experience. Was it a positive or a negative outcome?

<p>3.Critical Thinking in Action</p> <p>Slide 4</p>	<p>To analyse two texts and distinguish between the AI-generated and human-written texts.</p>	<p>10 min</p>	<p>Consider a simple writing assignment. A student could easily ask an AI to help generate ideas for an essay on climate change. AI can offer perspectives, but how do we ensure the student uses that information to craft their own unique argument?</p> <p>First, ask students to work in groups and compare AI-generated responses with human-written sources. Ask them to come up with the differences and try to name the good and the bad sides of both texts.</p> <p>Then, ask the students to present their ideas in front of the whole class giving clear examples for their reasons.</p>
<p>4.Critical Thinking Questions</p> <p>Slides 5, 6, 7</p>	<p>To use Critical Thinking Questions to analyse the texts in depth, discuss the differences between them, enlist strengths and weaknesses of each.</p>	<p>10 min</p>	<p>Introduce Critical Thinking Questions, explain them and discuss possible variations with the students. Then, encourage the students to go back to the previous texts and to evaluate them once again but this time paying attention to the tone, depth, and logic of each, and having them identify bias or shallow reasoning.</p> <p>These questions will encourage students to dig deeper into the quality of the information they're given, helping them develop critical thinking and analytical skills.</p> <p>In doing so, we teach our students to think beyond the tools they use, empowering them to ask better questions and seek deeper understanding.</p>
<p>5. Activity 1 - Actionable insights for the classroom</p> <p>Slide 8</p>	<p>To discuss practical ideas for everyday classroom use</p>	<p>5 min</p>	<p>1. Encourage Active Critical Thinking:</p> <p>Use AI tools, but add layers of questioning. After AI gives students a response, ask them to evaluate it. Have them write a paragraph on why they agree or disagree with the AI's</p>

			<p>output, citing additional sources. This moves them from passive users to active thinkers.</p> <p>2. Develop Peer/Team Review Systems:</p> <p>After a student uses AI to generate content, set up a peer review process where classmates provide feedback. This fosters not only collaboration but also a deeper understanding of how AI outputs can be refined by human insight.</p>
6. Activity 2 - Practical tasks for the classroom	To enable students to apply critical thinking in distinguishing between an AI-generated and a text written by their peers.	20 min	<p>In pairs, first ask students to create a short text/answer to the following question - "When is the use of AI in studying justified?"</p> <p>Then, ask them to create a short text/answer to the same question using an AI tool. Pairs of students exchange the texts and compare each other's texts using Critical Thinking Questions.</p> <p>In the end, have a group discussion about the findings with the whole class.</p>
7. Reflection Let's check - What did I learn today? Slide 9	To revisit lesson objectives and consolidate learning (CLS - Knowledge)	5 min	Teachers can ask questions to see whether the aims have been achieved but more importantly whether they are able to use AI and critical thinking together.

Additional considerations

Anticipated Problems and Solutions

Low engagement in discussion/reflection: Some students may be reluctant to speak out and present in front of the others.

Solution: Teachers could assign rotating roles (speaker, note-taker, summariser) and enforce time limits for turns.

Uneven participation in discussions: More confident students may dominate.

Solution: Use pair-work rather than group work.

Differentiation Strategies

Varied confidence levels: Allow options for contributing - verbally or in writing.

Choice: In the reflection stage, students can choose between oral and written (Exit ticket) answers.

Teacher Reflections or Notes