Learning Scenario Template

Title	Talking to the Past: Interviewing Famous Scientists
Subject	English (with elements of history and communication skills)
Grade Level	10-year-olds (Elementary/Primary School)
Duration	90 minutes (2 sessions of 45 minutes)
Objective(s)	• Introduce students to famous scientists and their key discoveries using simple language. • Practice reading for gist with short texts about the scientists. • Develop basic question-forming skills. • Enhance presentation skills through role-play, collaboration, and the use of AI. • Use AI technology (Character AI) to simulate an interview with a historical figure. • Build confidence in speaking in front of peers and engaging with AI tools for learning.
Pedagogical Methods	• **Guided reading**: Understanding short texts about famous scientists. • **Collaborative learning**: Working in pairs or small groups to create and present interviews. • **AI-assisted role-play**: Using an AI tool to conduct interviews with a virtual version of the scientist. • **Presentation-based learning**: Enhancing public speaking skills through group presentations.

Structure	1. **Introduction to Famous Scientists (10 minutes)**:
	    o The teacher introduces 4-5 famous scientists using simple language and images (e.g., **Marie Curie**, **Albert Einstein**, **Isaac Newton**, **Jane Goodall**).
	    o Each group of four students is assigned a different scientist and given a short, easy-to-read text about their scientist's life and contributions.
	2. **Reading for Gist and Question Creation (15 minutes)**:

	o In groups of 4, students read the text about their assigned scientist and discuss the **main ideas** of the scientist's work and life.
	o They collaborate to create **3 simple interview questions** they would like to ask the scientist.
	o Example questions:
	   ▪ "What inspired your discovery?"
	   ▪ "How did your work change the world?"
	3. **Character Design in Character AI (10 minutes)**:
	o Using tablets, each group accesses **Character AI** and designs a character for their assigned scientist.
	o Students work together to customize the scientist's appearance and personality traits to reflect what they learned from the text.
	4. **AI-Assisted Interview (15 minutes)**:
	o After designing the character, students use **Character AI** to conduct an interview with their scientist, asking the questions they developed.
	o The group takes notes on the AI's responses, which they will use for their class presentation.
	5. **Presentation Preparation (10 minutes)**:
	o After the interview, students prepare to present the AI's answers to the class.
	o They assign roles within the group (e.g., one student introduces the scientist, another shares the AI's responses, etc.).
	6. **Class Presentations (20 minutes)**:
	o Each group presents their AI interview to the class, sharing the questions they asked and the responses from the AI.
	o Classmates can ask follow-up questions, and the group should be ready to elaborate based on their notes.
	7. **Reflection and Wrap-up (10 minutes)**:
	o After the presentations, the teacher leads a reflection on how using AI helped them learn about the scientists and how the experience felt.
	o Discussion questions could include: "What did you like about designing the scientist's character?" or "How did the AI help you understand the scientist better?"

Materials/Resources	• **Tablets** (one per group of 4 students) with internet access for using **Character AI**. • **Short, simplified texts** (A2 level) about the selected scientists (Marie Curie, Albert Einstein, Isaac Newton, Jane Goodall, etc.). • **Character AI access**: A link or app to the Character AI tool. • **Worksheets** for creating interview questions and taking notes on the AI's responses. • **Basic props or costumes** (optional, for groups that wish to enhance their presentations).

	• **Projector or screen** (optional) for the teacher to demonstrate Character AI to the whole class.
Pre-requisites	• **Basic reading skills**: Ability to read short, simplified texts and understand the general meaning (reading for gist). • **Question-forming skills**: Familiarity with basic question structures (e.g., "What did you discover?", "Why did you...?"). • **Basic speaking and listening skills**: Experience with speaking in front of an audience and listening attentively to peers. • **Basic technology skills**: Ability to use a tablet to navigate a website or app (such as Character AI). • **Group collaboration**: Experience working in small groups to complete a task.
Activities & Procedures	**Warm-up & Introduction (10 minutes)**: • The teacher starts by introducing students to the concept of famous scientists and their importance. • Show pictures and give brief explanations of 4-5 famous scientists, such as Marie Curie, Albert Einstein, Isaac Newton, and Jane Goodall. • Inform the students that they will be conducting interviews with these scientists using an AI tool. • Divide students into groups of 4 and assign each group one scientist. **Reading & Question Creation (15 minutes)**: • Distribute short, simplified texts about each assigned scientist to the groups. • Students read the texts and highlight key points about the scientist's life and work. • Guide students to create **3 simple interview questions** based on what they've learned from the reading. Examples could be: "Why did you become a scientist?", "What was your most important discovery?" **Character Design in Character AI (10 minutes)**: • Hand out tablets to each group and provide access to **Character AI**. • Instruct the groups to customize the appearance and personality of their scientist's AI character based on what they learned in their reading. • Allow students to discuss and collaborate on designing the character.

AI-Assisted Interview (15 minutes):

• Once the AI character is set up, students will take turns asking their pre-written questions to the AI through the tablet.
• Encourage students to listen carefully and **take notes** on the AI's responses, as these will be used in the presentation later.

• Monitor the groups to ensure they are asking questions and engaging with the AI properly.

Group Discussion & Presentation Preparation (10 minutes):

• After the interview, ask each group to discuss the AI's responses and organize their notes.
• Groups should plan their presentation, deciding who will speak and how to present the questions and answers.

• Encourage students to rehearse briefly and clarify any points if needed.

Class Presentations (20 minutes):

• Groups take turns presenting their interviews to the class.
• One student introduces the scientist, while others share the AI's responses based on the interview.
• The teacher and classmates can ask follow-up questions to keep the discussion active.

• Provide feedback and encouragement after each presentation.

Reflection & Wrap-up (10 minutes):

• Lead a class discussion about the overall experience. Ask:

"What did you enjoy about interviewing the scientist using AI?"

"Did the AI help you understand the scientist's work better?"

Conclude the session by highlighting the key contributions of the scientists and how technology can help us learn about history and science in a fun, interactive way.

Assessment/Evaluation	• **Group Participation**: Evaluate how well students worked together, ensuring equal involvement and active engagement in each activity. • **Interview Questions**: Assess the relevance and clarity of the three interview questions, ensuring they reflect an understanding of the scientist. • **AI Interaction & Notes**: Check how effectively students interacted with the AI and took notes to prepare for their presentation. • **Presentation Skills**: Evaluate clarity, confidence, and organization during the group presentation, focusing on public speaking and teamwork. • **Content Understanding**: Assess the students' comprehension of the scientist's contributions, ensuring the AI's responses were accurately shared. • **Creativity**: Look for creativity in character design, use of props, and presentation delivery.
Extensions/Modifications	• For students needing extra help, the teacher can provide pre-written questions or more guidance on how to use the AI tool. • For advanced students, they can ask additional, more complex questions during their AI interview or explore more detailed scientific topics.
Additional Notes	• Encourage students to have fun and be creative with their presentations, using the AI interaction as a way to bring the scientists' personalities to life. • This project integrates both technology and traditional presentation skills, making it a modern, engaging way to learn about historical figures in science.

Attachments/Links	Simplified reading materials about famous scientists and instructions for accessing Character AI (prepared by the teacher).