

Name of the creator of the material	Alice Erens
Title of the lesson plan / task sheet	Artificial Intelligence with ChatGPT
Targeted 21st century skill	Learning and Innovation / Digital Literacy / Career and Life
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	Artificial Intelligence is a digital development you can't ignore in society: https://en.wikipedia.org/wiki/Artificial_intelligence . AI technology is widely used throughout industry, government and science. Some high-profile applications are: advanced web search engines (e.g., Google Search), recommendation systems (used by YouTube , Amazon , and Netflix), understanding human speech (such as Siri and Alexa), self-driving cars (e.g., Waymo), generative or creative tools (ChatGPT and AI art), and competing at the highest level in strategic games (such as chess and Go). ^[1]
Specialty/target group (if applicable)	ChatGPT helps all kind off people and target groups. When people learn how to use, find there way in ChatGPT it is a functional and rich tool. This training is to talk to students about their fear of using AI and to become familiar with it as support for work and social correspondence, for example. It can be used by low-literate people to make texts understandable and error-free, but also to make complex texts understandable for low-literate people. For example, letters from tax or other official organizations
Learning outcome(s) for the vocational profession	This activity invites trainers to
Tools needed for this lesson plan/ task sheet (if applicable)	Soon available in SOCVOC site a tasksheet with: <ol style="list-style-type: none"> 1. a link to ChatGPT: https://chat.openai.com 2. Instructions how to use it 3. examples of usefull ways to use the tool. 4. Video's and links to usersfriendly AI programs 5. A warming up exercise what is Artificial Intelligence quiz.

Approximate time to complete the task	2 x 60 minutes
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	<p>https://youtu.be/VNz3KGoAhG4.</p> <p>Upcoming, Tools needed for this lesson plan/ task sheet In the SOCVOC site.</p>
- Warming up	A warming up exercise what is Artificial Intelligence quiz.
- Explanation for the students at the start	Why is artificial intelligence important? AI is important for its potential to change how we live, work and play. It is effectively useful in business to support tasks done by humans, including customer service work, technical and office work.
- Task description for the students	<ol style="list-style-type: none"> 1. A warming up exercise what is Artificial Intelligence quiz. 2. Learning about the different ways to use AI. 3. Starting up the CHATGPT
- Additional activities for the students	<ol style="list-style-type: none"> 4. Making different various assignments that are related to the student's education or situation. 5. Evaluation, how is this going to work for you.
- Extra resources for learners	In SOCVOC website.
- Self-reflection for students	<ol style="list-style-type: none"> 1. Group reflection 2.
- Feedback on the solution (if applicable) / Possibility to check	The teachers survey how the The students subsequently rate (on a scale of 1=none to 5=excellent) how much they learned from the exercises
License information (if we have a general one on the website, it is not necessary separately for each educational material)	None

The values at work checklist

Direct I prefer people to go directly to the point and not to spend time beating around the bush					Indirect I think it is important to avoid conflict even if it means only hinting at difficult issues.				
5	4	3	2	1	1	2	3	4	5
Being frank It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame.					Saving face It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information.				
5	4	3	2	1	1	2	3	4	5
Theory I prefer to learn by receiving and absorbing information from an expert source					Practise I prefer to learn by exploring, practising and experimenting with new ideas.				
5	4	3	2	1	1	2	3	4	5
Deal When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on					Relationship When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with				
5	4	3	2	1	1	2	3	4	5
Prompt I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency.					Flexible I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency.				
5	4	3	2	1	1	2	3	4	5
Teacher I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told.					Facilitator I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work				
5	4	3	2	1	1	2	3	4	5
Informal I prefer to talk with people in an informal way, regardless of who they are or what position they hold					Formal I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address.				
5	4	3	2	1	1	2	3	4	5
Logic I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible.					Feeling I prefer to display emotions and warmth when I am arguing a case. In business, emotions should be listened to and respected.				
5	4	3	2	1	1	2	3	4	5

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills