

Task Sheet: ChatGPT

Provided by: Click F1

General information of task for teacher

Title of the 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 what scientific theory this is based on)	Artificial Intelligence (AI) has become an essential part of modern society, playing a significant role in various fields like industry, government, and science. Prominent examples of AI in action include sophisticated search engines like Google Search, recommendation algorithms used by platforms such as YouTube, Amazon, and Netflix, voice recognition systems like Siri and Alexa, autonomous vehicles like Waymo, creative tools like ChatGPT and AI-generated art, and AI systems that excel in strategic games like chess and Go.
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 task sheet helps students build essential skills to navigate the world of Artificial Intelligence (AI). Through hands-on interaction with ChatGPT, they will enhance their digital literacy, learning to use AI tools for professional and personal tasks like simplifying complex texts, drafting error-free communication, and improving accessibility for diverse groups. The training also addresses fears or misconceptions about AI, building students' confidence in using it as a supportive resource. By understanding AI's real-world applications in fields like industry, government, and science, students will be better prepared for the modern workforce, equipped with innovative thinking and problem-solving skills to thrive in a digital world.



Tools needed for this lesson plan/ task sheet (If applicable)	You need access to ChatGPT
Approximate time to complete the task	Two lessons of 60 minutes
Suggested more comprehensive methodical guide for doing/carrying out the task (for the teacher or student)	https://youtu.be/VNz3KGoAhG4 .
License information (if we have a general one on the website, it is not necessary separately for each educational material)	Not necessary

Lesson plan of the task

Warming up	A warming up exercise what is Artificial Intelligence quiz.
Explanation for the students at the start	Having a conversation on why artificial intelligence is 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	Learning about the different ways to use AI. Starting up the ChatGPT
Additional activities for the students	Making different various assignments that are related to the student's education or situation. Evaluation, how is this going to work for you.
Self-reflection for students	In group setting having a conversation about what you can do.
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



Additional information

<p>Direct</p> <p>I prefer people to go directly to the point and not to spend time beating around the bush</p>	<p>Indirect</p> <p>I think it is important to avoid conflict even if it means only hinting at difficult issues.</p>
<p>5 4 3 2 1</p>	<p>1 2 3 4 5</p>
<p>Being frank</p> <p>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.</p>	<p>Saving face</p> <p>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.</p>
<p>5 4 3 2 1</p>	<p>1 2 3 4 5</p>
<p>Theory</p> <p>I prefer to learn by receiving and absorbing information from an expert source</p>	<p>Practise</p> <p>I prefer to learn by exploring, practising and experimenting with new ideas.</p>
<p>5 4 3 2 1</p>	<p>1 2 3 4 5</p>
<p>Deal</p> <p>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</p>	<p>Relationship</p> <p>When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with</p>
<p>5 4 3 2 1</p>	<p>1 2 3 4 5</p>
<p>Prompt</p> <p>I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency.</p>	<p>Flexible</p> <p>I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency.</p>
<p>5 4 3 2 1</p>	<p>1 2 3 4 5</p>
<p>Teacher</p> <p>I prefer to give out precise and detailed instructions to people I work with. It is</p>	<p>Facilitator</p> <p>I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work</p>



important that people do what they are told.									
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