

## Lesson Plan: **The Inspiring Dr. Temple Grandin**

### AI-Driven Reading & Listening Comprehension, Speaking & Writing/Blackout-Poetry Creation

**Teacher:** Ivana Opačak, Secondary School of Economics in Slavonski Brod, Croatia

#### **Topic of the lesson:**

The Inspiring Dr Temple Grandin, Different Not Less (Pearson's Focus 2, Unit 5: Time to Learn)

**Target group:** students aged 15 (level of English B1/B2)

**Background information:** The lesson plan was created (using the knowledge acquired during the 5-week MOOC AI in ELT, Jan/Feb 2024) for the purpose of encouraging critical/creative thinking & creative expression (blackout poetry creation) in March 2024, when celebrating the International Women's Day & Women's History Month.

**Duration:** 90 minutes (a double-lesson in Croatia)

**Type of the lesson:** AI art-based vocabulary building, AI/Twee-driven reading & listening comprehension, speaking/ debating & creative expression (blackout-poetry/Suno AI song creation); optional (HW assignment): essay writing;

**cross-curricular subjects:** **Civic Education** (goo A.4.4., goo B.4.1.), **Sustainable Development** (odr C.3.4., odr A.4.1.), **Personal Development** (osr A.4.1., osr B.4.1.-2., osr C.4.2.), **Learn How to Learn** (uku A.4/5.3.-4., uku B.4/5.2.-4., uku C.4/5.3., uku D.4/5.1.2.), **ICT** (ikt A.4.3., ikt D.4.1.), **Mental & Social Health** (zdr B.4.1 / A., zdr B.4.1 / B.)

**Aim:** Encouraging communicative linguistic competence (SŠ (1) EJ A.1.1.-5.; SŠ (1) EJ B.1.1.; SŠ (1) EJ C.1.1.-6.), intercultural communicative competence (SŠ (1) EJ B.1.3.-4.) & independence in language mastery (SŠ (1) EJ C.1.1.-5.) – outcomes defined by Croatian National Curriculum

#### **Learning objectives:**

- to explore the use of AI-generated art and texts/tasks (Bing-created image, Twee-generated project about Dr Temple Grandin, Suno-generated songs based on blackout poems) as a tool for enhancing vocabulary building, developing 5 linguistic skills, critical thinking skill & creative expression in ELL;
- to create a practical, engaging, and interactive learning experience for students;
- to improve students' vocabulary retention & develop linguistic skills through real-life contemporary problem discussions.

**Learning outcome:** By the end of the lesson students will be able to (use topic vocabulary to) name/explain most important parts of Dr Temple Grandin's biography and her influence on the life of people with disabilities (especially autism). They will be able to express their (critical) opinion about the importance of inclusion. They will explore their artistic talent and (learn how to) create blackout poetry. (The task can be further developed into motivating Sts to explore the biographies & work of national female role models, e.g. ones with challenging lives & careers, such as Ivana Brlić Mažuranić & Marija Jurić Zagorka; by generating/writing texts about them, creating blackout poetry in mother tongue, translating it into English & sharing it with eTwinning partners, Sts can develop their mediation skill.)

#### **Teaching materials and aids:**

- teacher's [Twee Pproject PDF file](#) and/or paper handouts containing AI/[Twee](#) generated tasks;
- reliable Internet connection, a computer, mobile phones, a projector or screen for displaying images;
- teacher's Bing-generated image (depicting Dr Temple Grandin as a child); YouTube video [HERE](#);
- paper handouts for blackout-poetry creation; rubric for self-/peer-evaluation

## Instructions – Lesson organisation

### Warm-up (10 minutes)

- ❖ **Reinforce previously learned vocabulary** by asking students to name four people with disability (M. Phelps, Dr Temple Grandin, K. Knightley & R. Branson) and explain how they surpassed difficulties (in life & education) and became successful (Pearson 2 textbook, 2nd Edition: ***Different, Not Less***, Unit 5, p 64-65).
- ❖ Display (teacher's) AI/Bing-generated image of Dr Temple Grandin as a child. Ask students to describe it, trying to remember the details about her life and predict new elements.



### Main part (30 minutes)

#### **Twee AI Project: Reading & listening activities**

Students work individually & in pairs.

##### **Activities 1-4 (Reading, vocabulary building, T/F & A/B/C/D, discussion)**

Introduce teacher's ***Twee AI Project The Inspiring Dr Temple Grandin*** (PDF file/paper handouts, tasks 1-4). Ask students to read the AI/Twee-generated blog entry about Dr Temple in task 1 and do the vocabulary matching task 2. They should then decide whether the statements in task 3 are True or False and find the correct answers (A/B/C/D) to the comprehension questions in task 4. Students can evaluate their work in pairs before discussing the content frontally. (15 min)

##### **Activities 5-8 (Listening, ev. reading, summarising/gap-filling, A/B/C/D & Q&A, discussion)**

Ask students to listen to/watch the 3-min YouTube video ***Bawby Meets Dr Temple Grandin*** in task 5 (Twee AI Project) and fill in a short video summary with topic words or short phrases in task 6. Students should then find the correct answers to the comprehension questions in tasks 7-8. The video has been transcribed by Twee AI for the students who may want/need to read the text. Briefly discuss the video content and students' impressions of the living person who has struggled in her life, yet has influenced and inspired so many people (with disabilities). (15 min)

### Vocabulary reinforcement/practice (35 min)

#### **Twee AI Project: Reading, speaking, writing, discussion**

Students work individually & in pairs/ groups.

##### **Activities 9-11 (Reading, critical evaluation, discussion)**

Ask students to read the **quotes** (about disability and autism) **from five famous people** in task 9 (Twee AI Project), as well as **four different opinions about inclusive education**, its benefits and challenges (for students and teachers) in tasks 10 & 11. Encourage critical thinking and shaping personal opinions, as well as a brief peer/group discussion. Discuss the content frontally, trying to elicit as many different opinions as possible. (15 min)

**Assign activity 12 (1-min debate or essay writing) for homework.** Students should choose one task and prepare a 1-minute talk/debate or write an essay (150-200 words), expressing their opinion.

### Activity 13 (Blackout poetry creation)

Students work in pairs or groups to create blackout poems based on the text about Dr Temple Grandin; they are given paper handouts and brief instructions (with examples). The instructions for blackout-poetry creation are [HERE](#). Students use [Suno AI](#) digital tool to create **covering music** for their poems, using the chosen words or lines. (20 min)

- ❖ **Optional:** Students may wish to use AI tools ([Bing Image Creator](#)) to generate their own images of Dr Temple Grandin as a child, woman, professor, scientist, animal lover... at school or at home... They can use [Bing Copilot](#) to create short stories about the inspiring Dr Temple, generate additional images with story elements and a photo-story...

## Presentation & Discussion, Evaluation (15 minutes)

- ❖ Each group presents their work (blackout poem, song). A brief discussion is facilitated after each group's presentation, and constructive feedback is provided. An (e-)exhibition of creative work can be created. There is a **Wakelet collection** (exhibiting some students' work) [HERE](#). A collaborative eTw Wakelet collection in the Women's History Month was also created. (10 min)
- ❖ Prepare evaluation rubric (a scoring guide) for self/peer-assessment. Every student should assess his/her own work and pair/group contribution, as well as the work/contribution of every student within his/her group. The table elements can be adapted. (5 min)

Criteria	Excellent (3 points) Active participation, great contribution	Good (2 points) Active in some activities (mostly the one of interest), contributed to some extent	Poor (1 point) Not very active, did not contribute much
Reading comprehension tasks			
Listening comprehension tasks			
Speaking - group/pair discussion			
Blackout poetry creation			
Group/Pair-work contribution; ev. AI/digital creation			
Presentation			

6-9 (Pass); 10-12 (C); 13-15 (B); 16-18 (A)

Introduction/Warm-up – Pearson text ***Different, Not Less*** (analysed the lesson before)

## 5.4 READING

Matching

I can scan a short text to locate specific information.

**1 SPEAKING** Look at the photos and the title of the article. Discuss the questions.

- What do you know about the people? What are they famous for?
- What do you think the text is about?
- Which of the words and phrases in the box do you expect to see in the text?

ability animals autism dyslexia food  
 hard work help learning disorders money  
 strong successful support

**2** Read the text and check your ideas in Exercise 1.

**EXAM FOCUS Matching**

**3** Read the text again. Match questions 1–6 with the people described in the text. Write MP, TG, KK or RB.

- Which person's teacher changed his/her life in a positive way?
- Who is able to concentrate on his/her strengths because of his/her learning disorder?
- Who became better at something when learning about his/her favourite subject?
- Who changed in a positive way thanks to getting over his/her learning difficulties?
- Who did something to help others understand a learning disorder?
- Which person got over his/her difficulties to have a job of his/her dreams?

# Different, not less



Many people have learning disorders. They suffer in school: other children bully them or make fun of them and call them 'slow'. However, people can get over their learning disorders and have successful careers with the help and support of family, teachers and doctors, as these examples prove.

At school, **Michael Phelps** could not sit still and found it difficult to concentrate. His teachers said he couldn't focus on anything. But then he found his passion for sport. His mother encouraged him and helped him to develop his swimming ability. His reading improved when he read books about sport. And his Maths improved when the problems reflected his interests, for example, 'How long will it take to swim 500 metres if you swim three metres per second?' Through hard work and never missing a day's practice, Michael became an Olympic champion, winning twenty-eight medals, twenty-three of them gold.



In the world of autism, **Dr Temple Grandin** is an important voice. Autistic herself, she is an expert on how to teach people with autism, and she has written six books about the condition. She describes herself as a visual thinker and says that her mind is like Google Images. School was difficult for her because she didn't think in the same way as other children. But one summer, she worked on a farm and discovered that she 'understood animals'. At school, her science teacher became her mentor. With his help and support, Grandin became interested in animal science. She later became a professor of animal science at Colorado State University.



**Keira Knightley** found out she had dyslexia at the age of six and she remembers other children calling her stupid. She believes that her problems with reading and writing made her strong. Knightley struggled with reading and writing, but she dreamt of being an actress, so she had to read scripts. She had to work harder than other children to improve her literacy, but she finished school with top grades.



**Richard Branson** is one of the most successful entrepreneurs in the world. He says that because of his dyslexia, he has learnt to keep things simple, ignore difficulties and focus on what he is good at. However, he grew up at a time when dyslexia was misunderstood – his teachers made the mistake of thinking that he was lazy or 'not very clever'. His head teacher at secondary school told him: 'I predict that you will either go to prison or become a millionaire.' He was right.

So don't worry if you are different – you never know where your differences could lead you.

Blackout poetry can be based on the text about Dr Temple Grandin [HERE](#) (ready for print).

One of the **creative work** (by Laura K., 1E EBŠ SB) is attached below.

The **Wakelet collection** (exhibiting EBŠ SB students' work) is [HERE](#); all the poems are gathered in the video [HERE](#). The work was shared in a **collaborative eTwinning Wakelet collection** created & disseminated in the Women's History Month 2024 is [HERE](#).

The **Suno AI songs** based on the lyrics (*She has helped many/She was different, but not less worthy/She loved/She studied to help her understand/She created and taught/She has changed the way we understand incredible women*) are [HERE](#).

