



AI for Youth in Edo- Student's 101 Guide

June, 2024

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Acknowledgements

The toolkit for teachers and students' guide for the AI for Youth Program has been prepared by Maria Rebeca Barron Rodriguez (Edtech Specialist, World Bank) and incorporates valuable comments from the core program team: Martin De Simone (Team Task Leader), Eliot Jolomi Dikoru, Wuraola Mosuro, and Federico Manolo. The author also benefited from the technical expertise of colleagues Cristobal Cobo, Senior Education Specialist, Alex Twinomugisha, Senior Education Specialist, and Robert Hawkins, Senior Education Specialist who played a vital role in encouraging, advising, and providing comments to the earlier versions of these materials. The team is also grateful for the comments received on the toolkit by Dina Ghobashy (Director of Global Education Transformation, Microsoft) and for guiding our team to relevant open-source learning resources produced by Microsoft.

Overall guidance for the development and preparation of the toolkit was provided by Halil Dundar, Education Practice Manager for the Global Knowledge and Innovation Team, and Scherezad Latif, Education Practice Manager for Western and Central Africa, World Bank Group.

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Hello my friend!

We are **Eki** and **Odion**, your AI mascots, you will see us appear across this guide to give you some tips to have a fun learning experience using Generative Artificial Intelligence (GenAI).

We were developed using [Copilot](#), a generative artificial intelligence (GenAI) tool, which you will be using weekly in the computer labs of your school.

Our first tip is that Copilot can produce both text and image according to your prompt (what you ask Gen AI to do when you type). We were developed with the following prompt: *“Create an image depicting a friendly mascot for a program to use AI in the classroom among senior secondary school students in Benin City, Nigeria. Provide male and female mascot options dressed in traditional clothing from the State of Edo and depict them holding books and/or a football.”* You can try modifying this prompt and developing your own mascot.

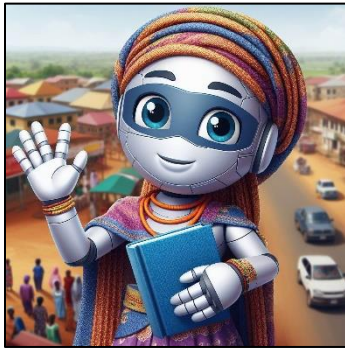
Let the fun begin!

1. What is Artificial Intelligence (AI)?

You are growing up in a world where artificial intelligence (AI) informs our daily lives, from photo filters, use of social media apps, creation of text and images with a single prompt, driving cars, and face recognition. But what is AI exactly?

In very simple terms, **Artificial Intelligence refers to programs or machines that simulate tasks that typically require human intelligence.**

Remember: AI is not human intelligence; it does not possess emotions, consciousness, or inherent ethical judgment.



Hello, **Eki** here!

We're going to watch a video that explains what AI is and how it works. It is really simple, like training a pet, you will see. And we'll learn about a specific kind of AI that is quite popular right now, called **generative AI**. When it comes to AI and generative AI, we must think critically about their impacts and remember that we're each in control of how and why we use it!



(Click on the image or on this link: <https://www.youtube.com/watch?v=b0KaGBOU4Ys>)

2. What is Generative AI (GenAI)? And Large Language Models (LLMs)?

Generative AI can **generate** (this is the key word) new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognizing patterns (in video, audio, text or images) and emulating them when asked to produce certain tasks or outputs.

Large language models (LLMs) form the foundation for GenAI systems. They are trained on billions of data from diverse sources like books, articles, and websites, which help systems to respond with facts, grammatically correct text, argumentation, and a semblance of creativity. GenAI systems include some chatbots and tools including OpenAI's ChatGPT, Meta's Llama, Google's Gemini, and Microsoft's Copilot, to name a few.

In very simple terms, the more data you feed to a GenAI system, the more accurate it can become at completing a task.



Hello, **Odion** here!

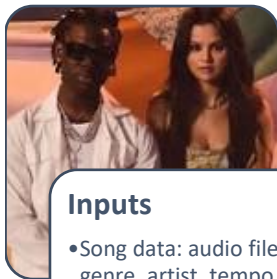
I will support you with some key vocabulary and we will do an exercise together!

Input is the data an AI application uses to learn or to perform a task.

Output is the result or creation of an AI system, based on what it was asked to do.

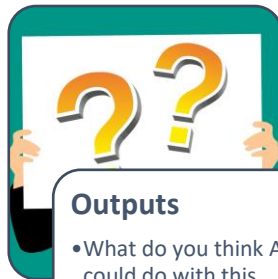
Remember: what we do online and the data we share is also a part of the inputs, or data, that AI might use. Thinking critically about the data behind an AI can help us be more informed users.

Exercise #1: What kind of AI application could you build with the following data inputs?



Inputs

- Song data: audio files, genre, artist, tempo
- User data: songs you have listened to, liked, skipped, and shared with friends.



Outputs

- What do you think AI could do with this data?
- Hint: could AI be your DJ?

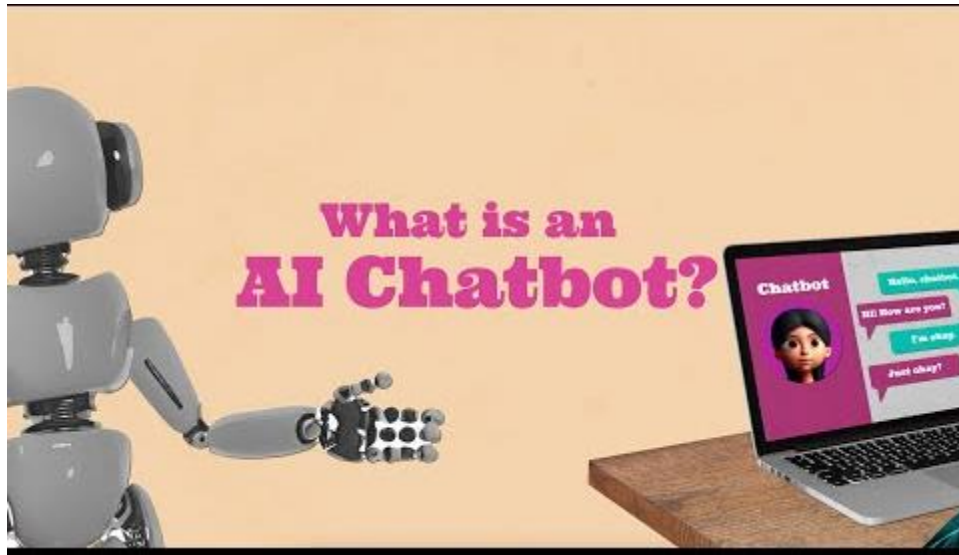
Outputs

- Music apps such as Spotify or YouTube use song data to group together similar songs and artists. They do this to create curated playlists.
- These apps also use information about your preferences to recommend songs and artists you might like based on the artist you listen to currently.

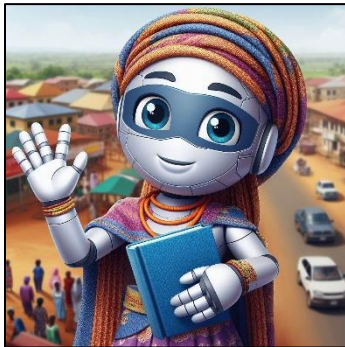
3. What are chatbots? Who is behind the screen when using ChatGPT or Copilot?

Sometimes when we are interacting with GenAI systems that take the form of a **chatbot** (an app that uses artificial intelligence technology to respond to what you say in real time) our communication might mimic very well human interaction. A simple explanation is that chatbots are in fact designed to act, sound, or write as similar to humans as possible.

But why and how are these chatbots designed to imitate human communication? This video offers a good introduction:



(Click on the image or on this link: <https://www.youtube.com/watch?v=gmUHEvrpYoU>)



Hello, **Eki** here!

After watching this video, I want to help you with summarizing the main takeaways.

- AI chatbots don't have empathy, which means they can't actually understand what you're feeling.
- We might start to believe we're talking to a real person, which can impact our expectations for relationships with real people. Always refer to our definitions of AI in points 1 and 2!

It is crucial to consider which situations allow AI chatbots to be most helpful, and when we need to talk to real people instead of talking to a machine. Remember: GenAI and chatbots are not meant to replace human interaction, they are just a tool that can help you with some tasks.

What is the difference between AI and humans?

ACTIVITY	Human or AI?
Can feel emotion	Humans
Needs to eat and sleep	Humans
Can make mistakes	Both
Can physically feel things, like hunger and pain	Humans
Can remember past conversations	Both

Can be trained to have a specific personality	AI
Can offer a hug, a smile, a handshake (any physical gesture)	Humans
Can be available 24/7 (never needs a break):	AI
Can help with homework or be your tutor	Both
Can fake emotions, like happiness or sadness	Both
Can care for you and empathize with you	Humans
Can be a real friend	Humans

4. What are some benefits of learning about and using AI in education?

Just like with any recent technology, education systems should equip teachers and learners with the skills needed to effectively use AI tools (such as ChatGPT and Copilot) and critically evaluate their outputs. AI has numerous applications in education, with the potential to transform learning experiences. Some of the ways AI can help education include:

Potential benefit	Description
Tutoring	Virtual teaching assistants powered by AI can provide engaging and interactive support to enhance the classroom experience, support homework, and other tasks. GenAI systems such as Copilot, ChatGPT, Claude and others can be asked to act as a tutor. GenAI, if fed deliberately designed and structured prompts, has the potential to give every student a personalized tutoring experience on any topic.
Supporting creativity	Provides interactive communication and immediate feedback to learners, helping them jump-start the creative process and improve learning outcomes.
Developing personalized and accessible content	Following the principles of Universal Design for Learning (UDL), AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students (including those with disabilities) access, and develop tailored resources to meet their specific needs, and help students organize thoughts and review content.
Enhancing critical thinking and other 21st century skills	Students who learn about how AI can develop computational thinking skills to break down complex problems, analyze data critically, and evaluate the effectiveness of solutions. It is well-known that generative AI can “hallucinate” (create and provide incorrect or non-existing information), aim to apply some critical thinking: by asking GenAI for more sources for claims you see, particularly ones that seem inconsistent.



(Click on the image or on this link: <https://www.youtube.com/watch?v=dWRnCXbUDgA>)

Hello, **Odion** here!

I want to introduce you to the concept of **AI literacy** which encompasses the knowledge and skills that support people, including teachers and students, to ensure safe, ethical, and meaningful use and assessment of AI systems.

If you learn about AI, no matter the career path you choose after school, you will be better equipped to adapt to a labor market that will require minimum knowledge of AI.

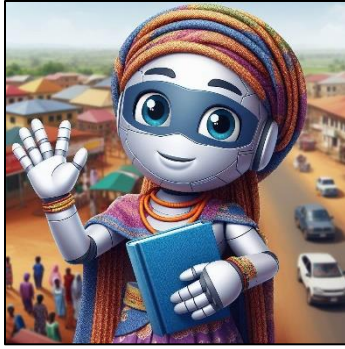
As Deb says in the video: "***We desperately need diverse perspectives in this field to shape a future for AI that is inclusive, that is impactful in the right ways, and attentive to the concerns of those that are the most vulnerable in society.***"



5. What are some limitations and risks of using AI?

Having awareness of limitations and understanding risks about the use of GenAI in the classroom is a main component of AI literacy. This table summarizes some of the main risks in the use of this technology and how to mitigate them.

Potential Risk	Description	How to minimize and manage risk?
Overreliance	AI models may lead users to excessively trust AI outputs, especially when AI is seen as having human-like characteristics.	Ask ourselves, why use AI? Would I be better served not using it? The key is to figure out how to make GenAI work as just another tool for us, to spur our thinking or creativity. For example, you can ask GenAI such as ChatGPT for a sample structure of an essay and help you find sources for your arguments rather than ask it to develop your essay. Remember: you are the one holding the pen!
Misinformation	Most GenAI systems such as Copilot, ChatGPT, and Claude include a disclaimer pointing out that the user should check for accuracy of information as these systems may produce incorrect, biased, and even “hallucinate” content (this means provide made-up answers not based on facts).	We need to learn how to critically evaluate all AI-generated content and identify and report errors. When you are using GenAI for any topic, a good practice is to always ask for the sources that support GenAI’s answers and verify their accuracy. You should also consult with your teachers regarding appropriate use of GenAI.
Plagiarism	Plagiarism can occur if you copy from generative AI tools without approval or adequate documentation and send AI-generated work as your original work.	First, always check assignment instructions, if the use of AI is allowed, and in what way, or not allowed. Second, if use is allowed, you need to properly cite, as with any other source: ○ MLA Style - Generative AI ○ APA Style - ChatGPT ○ Chicago Style - Generative AI
Data Protection and Privacy	As with any app, you should be mindful of data policies and use. As a golden rule, you should never enter personal sensitive information when using GenAI (home address, ID, grades, future plans, etc.)	Before using any of these tools consult with your parents/guardian and your teachers. They can help you by advising if that tool is safe to use and in what ways.
Biased information	GenAI draws from LLMs which are trained on unbalanced datasets from the internet, so they reflect those imbalances back at us. Risks include reinforcing racial and gender stereotypes.	Incorporate critical thinking in the evaluation of GenAI outputs such as content and images. You can report any harmful, racist, or sexist content. This should help industry developers to rectify and adjust GenAI tools. Do not forget: your voice matters!



Hello, **Eki** here!

We are now going to focus on one of these risks: bias in AI.

Key vocabulary to keep in mind:

AI Bias: when an AI tool makes a decision that is wrong or problematic because it learned from training data that didn't treat all people, places, and things accurately and equitably.

Training Data: the information given to an AI to help it learn how to do specific tasks.

Remember that AI is trained on real-world data that people give it, and if that data contains biases (or is incomplete), the AI can end up being biased too. Let's watch this video together!



(Watch the video by clicking on the image or following this link: <https://youtu.be/tJQSyzBUAew>)

What are some of the negative impacts and consequences of AI bias?

- **Unfair treatment:** If an AI tool is biased, it might make decisions that are unfair to certain groups of people.
- **Continuing stereotypes:** If an AI tool learns from data that includes stereotypes (e.g. race or gender), it might make decisions that are based on those prejudiced ideas.
- **Unequal opportunities:** AI bias can also limit opportunities for some people by unfairly favoring another group.

Knowing about AI bias can help us think critically and act responsibly when we use AI. If we notice AI bias, we can help by reporting it to the developer. Please report it to your teacher or other school staff if you encounter this while using GenAI.

Also, don't forget that learning about AI (AI literacy), is useful not only if you wish to pursue a career in science, engineering, or technology. Learning and demystifying how AI operates, and that is fallible to errors, can prepare you for any career you choose. And if you end up working in an AI related field, always remember to put people and ethics at the center of any program, mitigate risk and harms, and work towards a more equitable society free from sexist and racial biases.

6. What is this Program “AI for Youth in Edo”?

Now that you have learned the basics of AI, we want to tell you more about the program “AI for Youth In Edo” that aims to use a type of GenAI (Copilot) to enhance your English lessons via weekly lessons. The program “AI for youth in Edo” has a threefold approach:

1. **Understand:** Support capacity building among teachers and senior secondary school (SSS) students on the use of AI in the classroom as well as understand its potential benefits, limitations, risks and when it might be appropriate to use it and how.
2. **Apply:** Use GenAI (Copilot) in schools' computer labs after school hours to explore its use as a tutor to complement what is being taught as part of Senior Secondary curriculum in English.
3. **Assess and Reflect:** Provide time in each session so that students and teachers can assess the accuracy of GenAI output and compare answers obtained. Then, provide time to reflect on student and teacher experience (likes and dislikes, benefits, biases, etc.).

By providing pragmatic knowledge to teachers and students on AI, promoting its purposeful use, and reflecting and sharing experiences, the program aims to explore whether the use of AI to enhance English lessons may lead to a better learning experience for students and provide youth with an additional tool for an interactive learning experience guided by teachers.

Where and when will the sessions take place?

Depending on the specific school schedule, the sessions will be provided after school. The sessions will take place in a computer lab that will be set up so that one device (laptop or PC) is shared by two students.

How long will they be? 2 hours per session.

What should I do before the start of each session?

- Teachers and students will be required to create Microsoft's Copilot accounts to be able to use it for free for the duration of the program. This is a simple process (you can also find this information in Annex 1). Be aware that students will need to create an email account if they don't already have one. Students are encouraged to create their emails accounts as soon as possible before the commencement of the program, if possible.
- Make sure you have the specific prompt for the topic of your session (**See Annex 2**).

What to expect in every lesson?

The semi-structured session model is as follows:

- **Opening of the session (5-10 minutes):** The teacher provides an introduction recalling some of the main takeaways from the English lesson they recently had and explaining that they will use some prompts in CoPilot for it to act as a tutor, then students will be invited to ask questions on the lesson.
- **Use of CoPilot as a tutor (90 minutes):** The teacher invites students to use Copilot and tells them to paste the first prompt to ask Copilot to act as a tutor (they are included in the lessons plans part of Annex 2 of this document and should be uploaded into each device of your computer student lab). The teacher will monitor the activities of the students. If possible, and in cases where there is a high number of students, these tasks may be split among two teachers or among one teacher and a monitor. **In case Copilot reaches the maximum number of interactions you can switch and login with the credentials of your class partner.**
- **Reflection exercise, sharing impressions, evaluating accuracy (10 minutes):** The teacher leads a discussion where students share their experience using CoPilot. They also check for accuracy on the information retrieved and reflect on what they liked and disliked about the session. The teacher closes the session. If you want to share anything additional you can write to -----@worldbank.org.



Hello, **Odion** here!

I want to give you some quick tips to make the most out of this program:

- **Sharing is caring.** You will be sharing a computer or laptop with a classmate, and this offers you the chance to join forces to ask questions to GenAI or you may choose to take turns asking questions. Work as a team, never forget that we also learn from our peers' experience!
- **Don't hold back on questions.** Your teacher will be guiding you so always ask her/him any questions you may have.
- **Interact with Copilot.** In Annex 2, you will find the library of prompts and sample questions to ask per lesson, but never forget that you can ask and adapt your own questions, focusing on the specific English language topic of the session. Students are reminded to not use the sessions to engage in interactions with AI on other subjects or personal interests.
- **Knowledge is power.** The knowledge and expertise you will gain using Copilot during this program is transferable to any other GenAI tool such as ChatGPT or Claude.

Ten commandments' you should follow when using Copilot

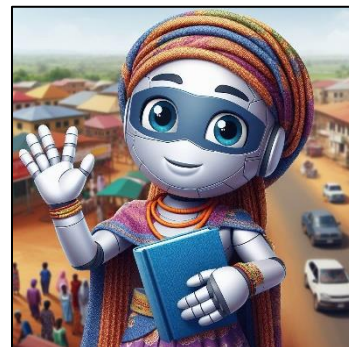
1. **Be Specific:** The more detailed your questions, the more precise and helpful responses can be.
2. **Explore and go beyond simple questions:** explore a variety of questions. In some cases, if you have mastered the basic content, you can ask Copilot questions that are a higher level of difficulty.
3. **Be Creative:** For example, you can ask Copilot to write a poem about a historical event or explain a concept with a metaphor. You can ask Copilot to be creative using examples from the culture and tradition of Edo State.
4. **Follow-Up Questions:** pose follow-up questions if you need more clarifications or wish to delve deeper into a topic.
5. **Interactive Learning:** you can use Copilot to create interactive learning activities, such as quizzes, riddles, and trivia to test your knowledge.
6. **Enhance your debating skills:** If you are preparing for a debate, you can ask Copilot to review your points, give suggestions, and also anticipate counter arguments.
7. **Critical Thinking:** think critically about the information provided. You can ask for sources or how Copilot arrived at a conclusion.
8. **Feedback Loop:** You can give feedback on the responses. If something is not clear, you can ask Copilot for a simpler explanation.
9. **Fun and Games:** You can also use Copilot for light-hearted activities, like creating a story together, to make learning more enjoyable.
10. **Safety First:** understand the importance of not sharing personal information online, even with AI tutors like Copilot.

7. What is the role of my teacher in this program?

Hello, **Eki** here!

Your teacher will be your guide during the program. She or he will make sure that you are getting the most out of this experience! Remember:

- **Ask questions.** no question is silly or unfounded.
- **Share your experience** during the session.
- If you have **technical difficulties** your teachers can help contact the IT focal point.



8. What is my role on this program?



Hello, **Odion** here!

This is what you need to do to enjoy this program:

1. **Have fun:** Using and learning about technology should be a fun adventure, make the best of it by fully engaging with Copilot, your teachers, and peers.
2. **Be creative and innovative:** You have creative freedom to ask what you'd like to Copilot as long as it fits the topic of the week in the English Language subject.
3. **Share and reflect:** During the reflection sections of the lessons feel free to openly share all kinds of feedback. You can also share impressions via the post-session survey.
4. **Apply what you learn:** Remember that the skills you develop in AI literacy are not confined to this program. With the guidance of your teachers and parents you may explore using other AI tools such as ChatGPT, Claude, Gemini, etc.

9. How to know when to use and not use AI?

Your teacher(s) will indicate when you are allowed to use AI as part of your learning. If you don't know if it's allowed, you should always clarify with your teacher(s).

Level of AI Use	Description	What your teacher will say
Permissive	Students can freely use AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, but proper citation is required."
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	"You can employ AI tools to assist brainstorming or initial research, but the main content, arguments, and conclusions should be your own."
Restrictive	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."

10. Can I use AI outside of this program?

Outside of this program and outside classroom assignments you should consult with your parents or caretakers about appropriate use of GenAI and when you are allowed to use it, under their supervision.

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If you have any questions on these materials please contact mbarronrodriguez@worldbank.org, mdesimone@worldbank.org, and wmosuro@worldbank.org

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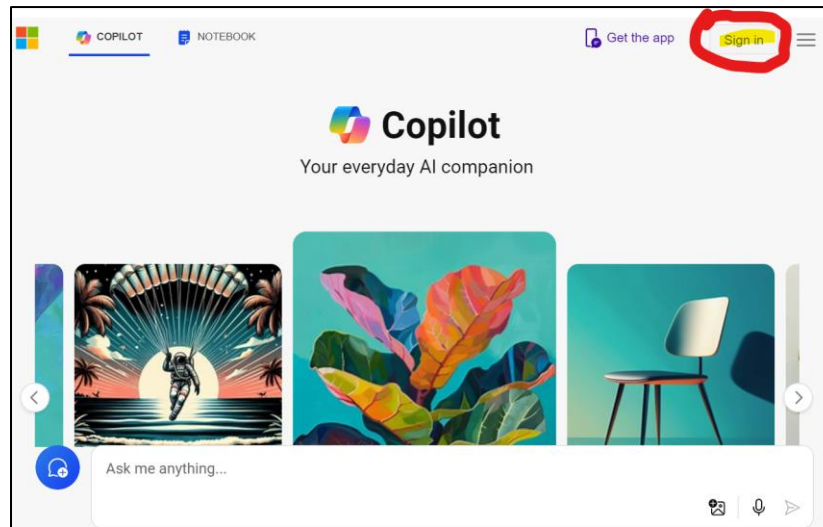
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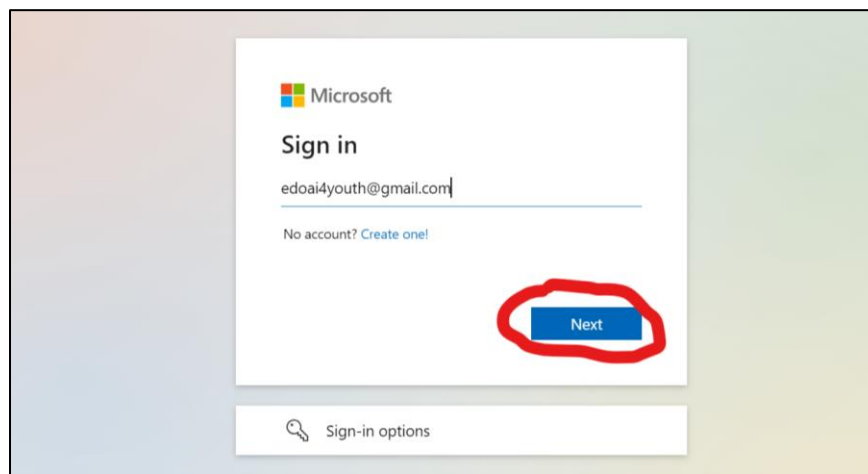
Annex 1: How to access Copilot if you already have an email account

Create a free account to access Copilot (you only need to do this once during your first session)- this will help you access Copilot during the whole month. Your teacher will guide you during this process, but you may also create this account before the class. If you already have a Microsoft/outlook account, you can log in using those credentials (login + password).

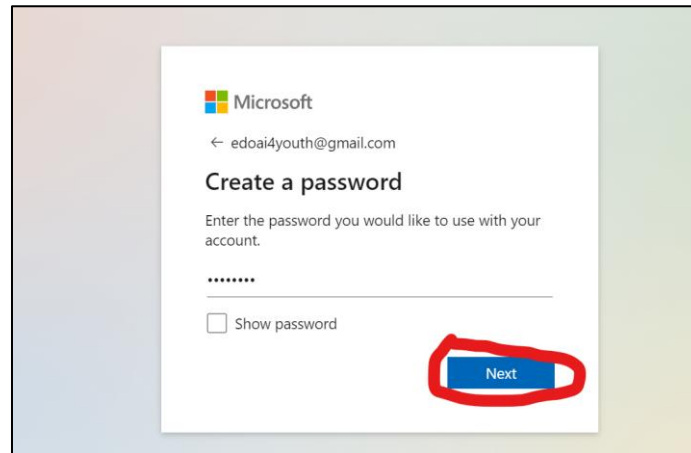
1. First you need to access Copilot: copilot.microsoft.com and click on Sign in



2. Write your personal email in the sign in page and click next.



3. Create your password. Make sure to include something easy to remember and to include some numbers and symbols (\$%^&*). Remember your login credentials (account name and password) to access Copilot for all June.



Microsoft

← edoai4youth@gmail.com

Create a password

Enter the password you would like to use with your account.

☐ Show password

Next

4. Complete the information they ask for (name, last name, birthdate) and click next.



Microsoft

← edoai4youth@gmail.com

What's your birthdate?

If a child uses this device, select their date of birth to create a child account.

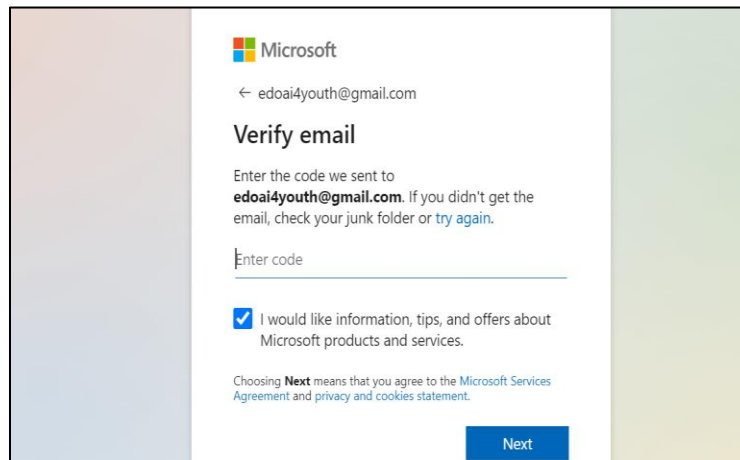
Country/region

United States

Birthdate

Month Day Year

5. Verify your email by entering the code you receive and click next.



Microsoft

← edoai4youth@gmail.com

Verify email

Enter the code we sent to **edoai4youth@gmail.com**. If you didn't get the email, check your junk folder or [try again](#).

Enter code

☒ I would like information, tips, and offers about Microsoft products and services.

Choosing **Next** means that you agree to the [Microsoft Services Agreement](#) and [privacy and cookies statement](#).

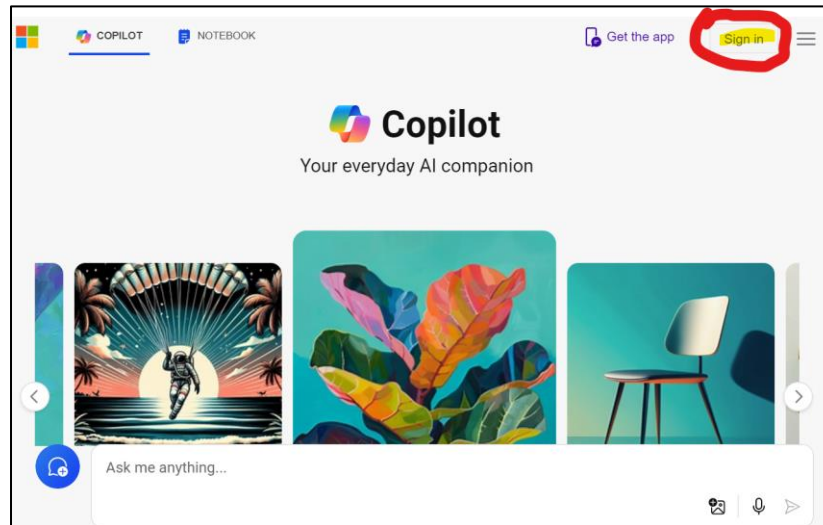
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6. Finally, enter Copilot again <https://copilot.microsoft.com/> and sign in with the user you created. You are all set! 😊

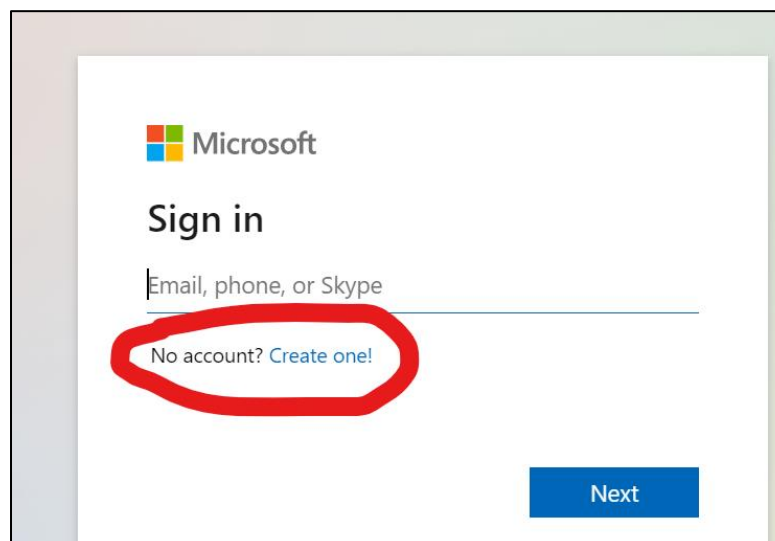
Annex 2: How to access Copilot if you don't have an email account

Create an email account while you sign in to use Copilot.

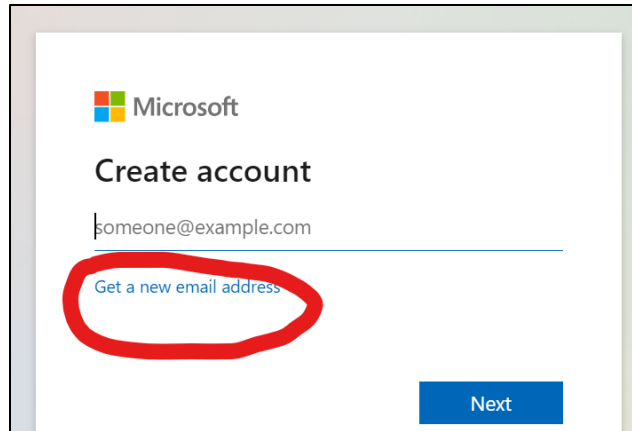
1. First you need to access Copilot: copilot.microsoft.com and click on Sign in



2. Select the option to **create an account**.



3. Select **“Get a new email address”**.



Microsoft

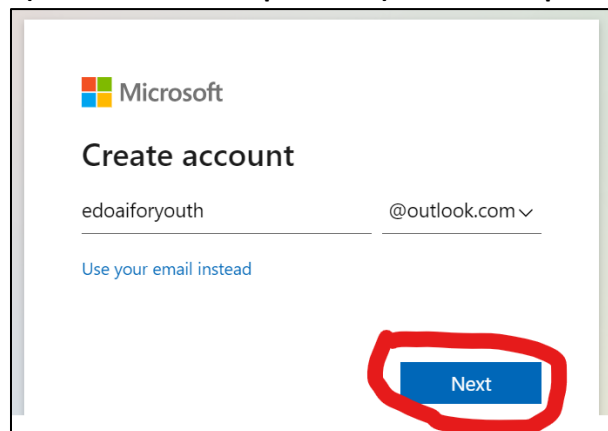
Create account

someone@example.com

[Get a new email address](#)

Next

4. Choose your **username**: This will be your email address (e.g., [yourname@outlook.com](#)), **password**: Choose a strong password (mix of letters, numbers, and symbols \$%^&*). **Remember your login credentials (account name and password) to access Copilot for all June.**



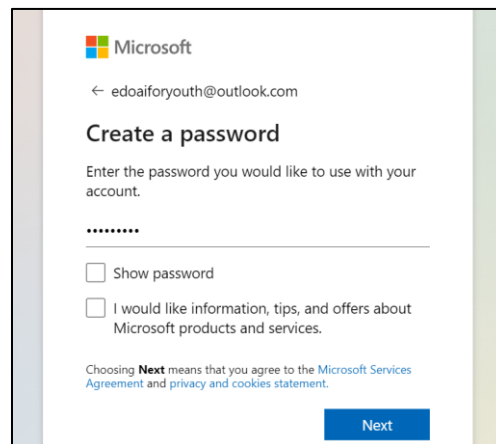
Microsoft

Create account

edoaiforyouth @outlook.com ✓

[Use your email instead](#)

Next



Microsoft

← edoaiforyouth@outlook.com

Create a password

Enter the password you would like to use with your account.

☐ Show password

☐ I would like information, tips, and offers about Microsoft products and services.

Choosing **Next** means that you agree to the [Microsoft Services Agreement](#) and [privacy and cookies statement](#).

Next

5. Introduce your name and click next.

Microsoft

← edoiaforyouth@outlook.com

What's your name?

We need just a little more info to set up your account.

First name

Last name

Next

6. Introduce your country and your birthdate, then click next.

Microsoft

← edoiaforyouth@outlook.com

What's your birthdate?

If a child uses this device, select their date of birth to create a child account.

Country/region

Nigeria

Birthdate

Month Day Year

A child account enables you to enforce parental controls and impose usage limits for this device for reasons of privacy and safety. You can manage these settings using our Family Safety app. Learn more at <https://aka.ms/family-safety-app>

Next

7. Complete a verification exercise to prove you are not a robot.

Microsoft

← edoiaforyouth@outlook.com

Help us beat the robots

Verification complete!

You've proven you're a human. Continue your action.

8. **Congratulations! You've created an Outlook email account!**
9. Finally, the page will take you automatically Copilot again <https://copilot.microsoft.com/> and you will be signed in with the user you created. You are all set! 😊 In case you are not automatically redirected you can enter Copilot again and log in with your credentials (email + password). Please always remember this information as it will help you for the rest of this program,.

Annex 3 : Prompt Library and Sample Questions

The program will take place between weeks 7 to 11 of the third term for first-year senior secondary students. Here you will find the collection of prompts that will be used during this period. As mentioned earlier, the sample questions are included to spark your imagination, feel free to ask different questions after introducing the starting prompt to Copilot. On week 11, teachers will indicate which prompt to use as it is a revision week.

Lesson Plan Week 7- Use of Clauses

Step 1: Introduce the starting prompt, after logging into your Copilot account
<https://copilot.microsoft.com/>. Set Copilot into creative mode.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying how to use clauses. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Some questions you may ask Copilot

- Can you create a sentence with an independent clause about the Benin Kingdom's history?

- How would you use a dependent clause to describe the significance of the Igwe Festival?
- What adjective clause can we add to the sentence 'The Oba of Benin wore a costume' to provide more details?
- Can you give an example of an adverb clause that explains when the Edo people celebrate the New Yam Festival?
- In the sentence 'The artist who sculpted the bronze heads is famous,' identify the adjective clause and explain its function.
- Create a complex sentence about the river Niger using both an independent and a dependent clause.
- How can we turn the sentence 'The students visit the National Museum in Benin City' into a complex sentence with an adverb clause?
- Can you explain independent and dependent clauses using a sentence from a Chinua Achebe novel?
- How would you use a dependent clause to add suspense to a sentence, similar to the style in Nollywood movies?
- If I say, 'The fact that Edo State has a rich cultural heritage is well-known,' what type of clause is 'that Edo State has a rich cultural heritage'?
- Can you form a sentence with a noun clause that discusses the importance of agriculture in Edo State's economy?

Lesson Plan Week 7 – Expository essay

Step 1: Introduce the starting prompt, after logging into your Copilot account

<https://copilot.microsoft.com>. Set Copilot into creative mode.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying how to craft an effective expository essay and I will need to practice by writing about the effects of climate change in Benin City. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose

exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Sample questions students may ask Copilot to understand better expository essays

- What is an expository essay and how is it different from a narrative essay?
- Can you explain the structure of a standard expository essay with examples?
- How can I choose an effective topic for an expository essay about Nigerian culture?
- What are some techniques for writing a clear and concise thesis statement for an expository essay?
- How can I use evidence and examples to support the main points in my expository essay?
- Can you show me how to write an engaging introduction for an expository essay on a historical event in Nigeria?
- What are the best ways to organize the body paragraphs of an expository essay?
- How can I incorporate comparisons and contrasts in an expository essay about two Nigerian authors?
- Can you give me tips on writing a strong conclusion that summarizes the main points of my expository essay?
- What are some common pitfalls to avoid when writing expository essays for school assignments?



Image created using Copilot with the prompt: a senior secondary student in Edo, Nigeria getting help from Copilot to write an effective essay, showing both girls and boys and their teachers, with a laptop displaying Copilot on the screen, including a teacher looking over their shoulder.

Some sample questions that students may use to build an effective outline for an expository essay on the effects of climate change in Benin City, Nigeria

General Climate Change in Nigeria:

- What are the current and projected impacts of climate change in Nigeria?
- How is climate change affecting temperatures, rainfall patterns, and extreme weather events in different regions of Nigeria?
- What are some of the major contributing factors to climate change in Nigeria (e.g. deforestation, urbanization, emissions)?

Effects on Benin City:

- How is climate change specifically impacting the Benin City region in terms of temperatures, flooding, droughts, etc.?
- What kind of economic impacts is climate change having on key industries in Benin City like agriculture, manufacturing, etc.?
- How is climate change affecting access to water resources, food security, human health, and infrastructure in Benin City?

Environmental Impacts:

- How is climate change threatening biodiversity and ecosystems in and around Benin City?
- What impacts are being seen on local wildlife, forests, rivers/wetlands in the region due to changing climate patterns?
- Are there any significant environmental migration patterns occurring due to climate impacts in Benin City?

Mitigation and Adaptation:

- What efforts are being made in Benin City to mitigate greenhouse gas emissions and adapt to climate change impacts?
- Are there any city/regional policies, infrastructure projects, public awareness campaigns etc. focused on climate resilience?
- What are some proposed solutions for Benin City to better prepare for future climate change effects?

Lesson Plan Week 8 – Comparatives

Step 1: Introduce the starting prompt, after logging into your Copilot account

<https://copilot.microsoft.com>. Set Copilot into creative mode

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). We are currently studying how to use comparatives. After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Some sample questions that students may use to understand better comparatives:

- What are comparatives, and what do they allow you to do in a sentence?
- How are comparative forms created for regular adjectives (e.g., add -er) and irregular adjectives (e.g., better, worse)?
- "What is the rule for using 'more' or 'less' before an adjective to form a comparative?"
- When should I use "more" or "less" instead of "er"?
- Can you provide 5 example sentences using the comparative form to compare two people/things?
- How can you use "than" to make a comparison with a clause instead of just one word?
- What are some good transition words to use when making a comparative statement (e.g. rather than, less...than, more...than)?
- Can you give an example comparing two abstract concepts using comparative adjectives?
- How does the word order change when using a comparative with a pronoun (e.g., She is taller than him)?
- Provide a few examples comparing one thing/person against a group using comparatives.
- When comparing with percentage or fraction expressions, how are comparatives used differently.

Lesson Plan Week 8 -Argumentative essay

Step 1: Introduce the starting prompt, after logging into your Copilot account

<https://copilot.microsoft.com>. Set Copilot into creative mode.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying how to craft an effective argumentative essay and preparing points to debate about “Computer as a blessing or a curse”, I will be part of the students considering computers as a {blessing/curse}. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint, which may include multiple options to arrive at the correct answer, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you’d like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Sample questions for students to ask about key components of an argumentative essay

- What is the key structure of an argumentative essay and how does it differ from other essay types?
- How can I develop a strong thesis statement for an argumentative essay on a current issue in Nigeria?
- What are some effective strategies for presenting arguments and counterarguments in my essay?
- Can you provide examples of persuasive language that could be used in an argumentative essay about environmental conservation in Nigeria?
- How do I use evidence and citations to support my arguments in an essay discussing education reforms?
- What are the best ways to address opposing viewpoints in an argumentative essay without being confrontational?
- How can I conclude my argumentative essay in a way that leaves a lasting impact on the reader?
- Can you show me how to outline an argumentative essay on the importance of preserving Nigerian cultural heritage?
- What are some logical fallacies I should avoid when making arguments in my essay?

- How can I ensure that my argumentative essay is balanced and fair while still advocating for my position?

Some sample questions that students may use to build effective points for “Computers as a blessing or a curse.”

For the "Computers as a Blessing" side:

- What are some of the major benefits and positive impacts computers and digital technology have had on society? (Healthcare, education, communication, efficiency gains, etc.)
- How have computers enabled major scientific and technological advances? Give some key examples.
- In what ways do computers enhance accessibility and create opportunities, especially for those with disabilities or in underprivileged areas?
- How have computers and the internet democratized information and free speech? What are the benefits of this?
- Ask Copilot to provide statistics and data highlighting productivity gains, time savings, and economic growth linked to computers.

For the "Computers as a Curse" side:

- What are some of the biggest risks, downsides and negative consequences of computers/digital tech? (Job losses, privacy violations, internet crimes, social media addiction, etc.)
- How have computers enabled increased surveillance, censorship and social control by governments/corporations? Provide examples.
- In what ways have computers diminished human capabilities, social skills and critical thinking? Discuss issues like internet addiction.
- What are the environmental impacts of computers/digital tech in terms of energy use and e-waste?
- Ask Copilot to make the counter-arguments against some of the perceived "blessings" of computers.

Students could also ask Copilot to play out mock debate scenarios, make opening statements for each side, propose rebuttals to certain arguments, and provide objective analyses weighing the pros and cons.

Lesson Plan Week 9- Informal letter

Step 1: Introduce the starting prompt, after logging into your Copilot account

<https://copilot.microsoft.com>. Set Copilot into creative mode

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing

using Copilot to complement English lessons. **We are currently studying the main features of an informal letter.** I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Some sample questions that students may use to craft better informal letters

- What are the essential components of an informal letter? (Date, salutation, body, complimentary close, signature)
- How should the tone and language differ in an informal letter compared to a formal one?
- Can you provide some examples of friendly, conversational greetings appropriate for an informal letter?
- What kinds of personal updates, anecdotes or stories could I include to make the letter more engaging and informal?
- How can I use descriptive language, humor, questions or colloquial expressions to establish a warm, informal tone?
- What are some effective ways to transition between different topics or ideas in an informal letter?
- Can you suggest some warm complimentary closes for an informal letter besides just "Sincerely"?
- For the body of the letter, can you give me an example paragraph that maintains an engaging, informal tone?
- How can I skillfully interweave news, requests, or other specific purposes into the informal letter naturally?
- What are some final tips for making an informal letter sound sincere, personal, and conversational?

Lesson Plan Week 9- Antonyms

Step 1: Introduce the starting prompt, after logging into your Copilot account <https://copilot.microsoft.com>. Set Copilot into creative mode.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently studying antonyms. I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Some sample questions that students may use to learn more about antonyms

- What are antonyms and why are they important in language?
- Can you provide 10 examples of antonym pairs? (e.g. hot/cold, tall/short, happy/sad)
- How can using antonyms effectively make writing more clear and interesting?
- For each of these words, what is the antonym: large, accept, arrival, argument, bravery?
- Use each of these antonym pairs in a sample sentence: ancient/modern, expand/contract, attractive/repulsive.
- What are some tips for selecting vivid antonyms in your writing?
- Provide an antonym for each of these words by using prefixes like un-, dis-, im-, etc: reliable, courteous, decisive.
- Can you give examples of antonyms that use negation words like "not" instead of prefixes?
- How can understanding antonym relationships improve vocabulary and writing skills?
- Create a few original sentences that effectively contrast concepts using antonym pairs.

Lesson Plan Week 10- Formal letter

Step 1: Introduce the starting prompt, after logging into your Copilot account

<https://copilot.microsoft.com>. Set Copilot into creative mode.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing using Copilot to complement English lessons. We are currently focused on the main elements to write a formal letter. I will need you to reply to my questions in a motivational and engaging tone, your delivery

should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, which may include multiple options, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Some sample questions that students may use to learn more about formal letters

- What are the essential components and formatting of a formal letter? (Sender's address, date, recipient's address, salutation, body, complimentary close, sender's name)
- How should the tone and language differ in a formal letter compared to an informal one?
- What is an appropriate salutation and complimentary close for a formal letter to the principal? (e.g. "Dear Mr./Ms. [Last Name]", "Respectfully yours,")
- Can you provide an example of an opening sentence or two that sets a respectful, formal tone for this letter?
- How can I effectively state the purpose of the letter in the opening paragraph?
- What transition words or phrases can I use to smoothly connect the different points I want to make in the body?
- For the body, can you give me an example paragraph describing one of the factors that enhanced the sports competition success?
- How can I diplomatically acknowledge others' contributions and efforts related to the event's success?
- What is a good way to conclude and summarize the key points in the closing paragraph?
- Do you have any other tips for maintaining a professional, formal tone throughout the letter?
- Can you this paragraph I wrote for the opening paragraph of my formal letter?
- Could you do an expert review of a formal letter wrote during class? Give me tips and suggestions on how to improve my writing.

Lesson Plan Week 10- Creative writing

Step 1: Introduce the starting prompt, after logging into your Copilot account

<https://copilot.microsoft.com>. Set Copilot into creative mode.

Starting prompt

Good morning/afternoon I am {name/a student} of grade 1 of senior secondary education in Benin city, Nigeria. I would like to ask you to support me acting as a well-seasoned English grammar tutor to enhance my learning. My teacher {whose name is...} will be supervising this exercise, we are testing

using Copilot to complement English lessons. **We are currently focusing on creative writing, in specific I would like to write my own short story about {X}.** I will need you to reply to my questions in a motivational and engaging tone, your delivery should be clear and descriptive, yet to the point (using paragraphs and bullets). After providing an answer with links to sources of information and checking for understanding I will like you to follow up asking me a question or proposing an exercise on this topic. Wait for my answer, and if the answer is correct celebrate my progress, if it is incorrect provide encouraging words and provide a hint to arrive at the correct answer, if my reply is still incorrect you may provide the answer offering an explanation. After checking for my understanding continue with another question or exercise. Follow this model for the whole interaction. Please confirm that you have understood the task.

Step 2: You have the option to ask questions to Copilot alongside your computer partner, you can ask any question you'd like as long as they are related to the topic. Copilot will ask questions and pose exercises automatically but feel free to ask other questions, if you require more information or if you feel the questions are too simple or too difficult.

Sample questions students can ask Copilot to improve their creative writing.

Story Writing:

1. **How can I create a compelling plot?**
 - Encourage students to think of a plot as a journey with a clear beginning, middle, and end. They should consider the stakes and what their characters stand to gain or lose.
2. **What makes a character memorable?**
 - Characters should have distinct voices, flaws, and growth arcs. Ask students to delve into their characters' backstories and quirks.
3. **How do I build a believable world?**
 - Whether it's a fantasy realm or a real-life setting, the world should have rules and details that make it come alive.

Poetry Writing:

1. **How can I play with language to create imagery?**
 - Encourage the use of figurative language to paint pictures in the reader's mind. Metaphors and similes are great tools for this.
2. **What is the mood or tone of my poem?**
 - The choice of words, rhythm, and structure can all contribute to the overall feeling of the poem.
3. **How can I use form and structure creatively?**
 - Experiment with different poetic forms like sonnets, limericks, or free verse to find what best serves the poem's purpose.

Key questions:

- **Character Development:** How can I create a character inspired by the Oba of Benin that reflects both historical significance and modern relevance?
- **Setting:** What descriptions can I use to vividly portray the bustling markets and ancient architecture of Benin City in my story?
- **Plot:** Can you help me outline a plot that involves a mystery surrounding the famous Benin Bronzes?
- **Dialogue:** How can I write authentic dialogues that capture the unique linguistic style of the Edo people?
- **Conflict:** What kind of conflict would be realistic and engaging in a story set during the Igue Festival?
- **Resolution:** How can I resolve my story's conflict in a way that honors Edo's values of community and tradition?
- **Poetic Imagery:** Could you provide metaphors and similes that incorporate elements of Edo's natural landscape, like the Osse River?
- **Theme:** What themes are commonly found in Edo folklore that I could explore in my poem?
- **Cultural Representation:** How can I ensure that my writing respectfully and accurately represents Edo culture and traditions?
- **Historical Context:** Can you give me background information on the history of the Benin Kingdom to enrich the setting of my historical fiction?

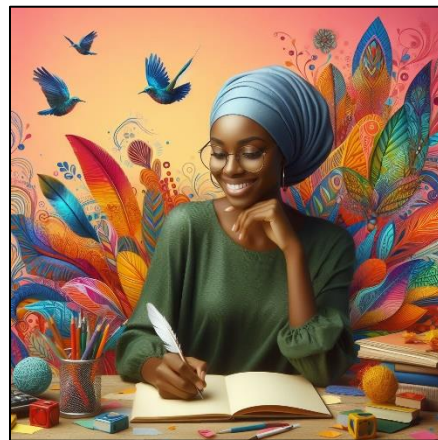


Figure: created using Copilot with the following prompt: inspiring image for young writers in Nigeria with vibrant colors.